

# **Speaking Tasks in the Primary English Classroom**

**Maria Leonor Vieira Fernandes Dias**

**Relatório de Estágio de  
Mestrado em Ensino de Inglês no 1º Ciclo do Ensino Básico**

**Agosto 2020**

Relatório de Estágio apresentado para cumprimento dos requisitos necessários à  
obtenção do grau de Mestre em ensino de inglês no 1º ciclo do ensino básico  
realizado sob a orientação científica da Professora Doutora Carolyn Leslie e do  
Professor Doutor Carlos Ceia.

*Dedication*

*To the loving memory of my mother, to my father and especially to my two sons,  
Luís Carlos and João Pedro who keep me linked to learning about life every day.*

## **ACKNOWLEDGMENTS**

I would like to thank my children, Luís Carlos, and João Pedro for their encouragement throughout this M.A.

I would also like to thank Joana Lisboa, Francisca Karas, Carla Diniz and António Cunha, for their support, and all my colleagues for sharing this journey with me.

A special thank you to all the students who participated in this study, and to the cooperating-teachers Eunice Miletic and Vera Batista for making this research possible.

Finally, I would like to thank Dr. Sandie Mourão for her dedication and inspiration and my supervisor Dr. Carolyn Leslie for her valuable guidance throughout this study.

# **SPEAKING TASKS IN THE PRIMARY ENGLISH CLASSROOM**

**Maria Leonor V. F. Dias**

## **ABSTRACT**

**KEYWORDS:** oral interaction, pair work, participation, speaking tasks, student-centred.

This report describes the action research project I engaged in as part of my practicum as a trainee teacher during my master's degree in teaching English in primary education. My objective was to gain understanding of the benefits of speaking tasks in the learning process and find out in what ways oral pair work fosters children's participation in the classroom. This study also served to show how teachers can plan activities in order to promote oral interaction in a student-centred approach. The research took place in a state primary school belonging to a school cluster near Cascais, Portugal. The class referred to in my study was a year 4 class composed of 27 students who had English for the first time in their year 3. There were 10 girls and 17 boys with ages between 9 and 10. This class had English twice a week in the afternoon and the lessons had the length of one hour. My research was implemented from late-September to mid-December. The research tools used for data collection were questionnaires, recordings, and journal entries. Classroom strategies and two speaking tasks in pairs were implemented in order to develop speaking skills. Data collected from recordings showed that over time, more students were able to use English to communicate in the classroom. Moreover, the study demonstrated that the teacher's role is fundamental in creating student-centred environments. Results of this research may encourage English teachers to plan their lessons focusing on their students' needs and process of communication in the real world.

# **ATIVIDADES DE PRODUÇÃO ORAL NAS AULAS DE INGLÊS DO 1º CICLO**

**Maria Leonor V. F. Dias**

## **RESUMO**

**PALAVRAS-CHAVE:** interação oral, trabalho de pares, participação, atividades de interação oral, centrado no aluno.

Este relatório refere o projeto de pesquisa da minha prática de ensino supervisionada durante o Mestrado de Ensino do Inglês no 1º Ciclo do Ensino Básico. O meu objetivo foi observar as implicações das atividades de produção oral e perceber de que maneira a comunicação oral entre pares promove a participação dos alunos na sala de aula. Este estudo teve igualmente o objetivo de demonstrar como os professores podem planear as atividades de modo a promover interação oral centrada nos alunos. O estudo ocorreu numa escola primária pública pertencente a um agrupamento de escolas perto de Cascais, em Portugal. A classe referida no meu estudo é uma turma de 4º ano composta de 27 alunos, dos quais 10 raparigas e 17 rapazes, com idades compreendidas entre os 9 e 10 anos. Todos os alunos tiveram inglês pela primeira vez no 3º ano de escolaridade. Esta turma tinha inglês duas vezes por semana no período da tarde, e as aulas tinham a duração de 1 hora. O meu estudo teve início em finais de setembro até meados de dezembro. Foram implementadas estratégias na sala de aula e gravadas duas atividades de interação oral em pares. Os instrumentos de investigação utilizados para recolha de dados foram questionários, gravações, e anotações num diário de professor. Os dados recolhidos das gravações demonstraram que com o decorrer do tempo, os alunos conseguiam comunicar em inglês na sala de aula. O estudo demonstrou também que o papel do professor é determinante para a criação de um ambiente centrado no aluno. Os resultados desta pesquisa podem encorajar os professores de inglês a planear as suas aulas tendo como foco principal as necessidades dos alunos e o processo de comunicação no mundo real.

## Table of Contents

Introduction.....	1
<b>Chapter I: Literature review.....</b>	<b>3</b>
I.1 Teacher-centred classes.....	3
I.2 Student-centred classes.....	4
I.3 What is oral interaction, and why is it important for learning?.....	5
I.3.1 How can teachers promote oral interaction?.....	5
I.3.2 The benefits of oral pair work.....	6
I.3.3 The disadvantages of oral pair work.....	6
I. 3.4 Conclusion.....	7
<b>Chapter II: The action research.....</b>	<b>7</b>
II.1 Context.....	7
II.2 Methodology .....	8
II.2.1 Permission and ethical considerations.....	9
II.2.2 Data collection tools.....	10
II.2.2.1 Lesson Planning.....	10
II.2.2.2 Questionnaire.....	11
II.2.2.3 Recordings.....	12
II.2.2.4 Teacher reflection notes and journals.....	13
II.2.2.5 Tasks.....	13
II.3 Results.....	14
II.3.1 Lesson planning.....	14
II.3.1.1 Routines.....	15
II.3.1.2 The coursebook and speaking activities.....	16
II.3.2 The Feelings questionnaire.....	18

II.3.3 Recordings.....	22
II.3.4 Teacher reflection notes and reflection journals.....	26
II.4 Discussion .....	27
II.4.1 Pair work activities.....	27
II.4.2 Planning lessons in a student-centred approach.....	28
II.4.3 Conclusion.....	28
II.4.4 Contribution of action research for my development as a teacher and future intentions.....	29
<b>References.....</b>	<b>31</b>
<b>Appendices</b>	
Appendix A: Letter of consent to parents.....	37
Appendix B: Letter of consent to school director.....	38
Appendix C: Letter of consent to children.....	39
Appendix D: Questionnaire.....	40
Appendix E: Cut-out clock.....	41
Appendix F: Time word-cards.....	41
Appendix G : Pair work activity ( what time do you... ? ).....	42
Appendix H: Lesson plan 3.....	43
Appendix I: Reflection 3.....	52
Appendix J: Lesson plan 8.....	54
Appendix K: Lesson plan 9.....	65
Appendix L: Voice level.....	72
Appendix M: Pair work rules.....	73
Appendix N: Chunks of language.....	74
Appendix O: Reflection 8.....	74



## **Introduction**

### **I. Background to the study**

Teaching young learners another language requires creating a positive learning environment inside the classroom. Interesting activities such as games, group work and pair work encourage children to interact with each other through listening and speaking. Helping young learners develop the oral language skills they require to participate in classroom activities is one of the main challenges of teaching English in primary classrooms. According to Oliver & Philp (2014), learning a language through talking with others improves fluency and helps learners to make sense of the vocabulary they are acquiring. It is widely accepted that the use of pair work can provide learners with more opportunities to practice communicating in the target language than afforded in teacher-centred classroom activities. However, research has shown that in most cases only one small part of oral interaction, such as teacher-student interactions actually happen (Oliver & Philp, 2014).

Since communicative activities have been considered an important factor to second language acquisition, it is thus necessary to mention some lines of research considering this concept, aiming to better understand the impact of communicative activities on EFL classrooms, in other words, the definition of tasks, and what gains task-based interaction can lead to. According to Willis (1998), a task is “a goal-oriented activity with a clear purpose”. (p. 1). Ellis (2009) highlights some advantages of tasks when he concludes that it promotes natural learning focusing on meaning, being simultaneously motivating and “compatible with a learner-centred educational philosophy” (p. 242). In the same vein, Sabah (2018) claims that “tasks allow the L2 learners to freely engage in everyday communication” (p. 12). Likewise, Guariento & Morley (2001) refer to the use of “very simple tasks” with beginners as mirroring “real-world communicative processes” (p. 352).

Over the years I have been teaching young learners I have noticed a growing need to implement speaking tasks, such as in small group activities and pair work activities, especially because speaking activities provide good opportunities for productive use of the target language and promote interaction between peers (Nation & Newton, 2009). However, my lack of knowledge in this field together with a strong tendency to teach teacher-centred lessons have always been an obstacle to putting in practice such tasks. In other words, I realized I must reduce the enormous amount of talking time done by me and give my students more opportunities for speaking. Since I have had no previous teacher training, I have always tried

to improve my teaching skills, but I have always felt that at some point I needed to expand my knowledge considering the balance between classroom management and my lesson plans in order to fill my lessons with more engaging interactions and therefore to give my students more opportunities to engage in oral activities. Experience itself is not enough but reflecting on my own teaching and becoming aware of my weaknesses made me realise an important pedagogical gap in my teaching approach. This lack of confidence about what is required for developing oral interaction skills has therefore shown me that oral pair work and planning lessons in a student-centred approach were areas I could explore and subject to critical reflection in order to develop a deeper understanding on this subject, and consequently improve and maximize my teaching time, building on what I have been learning to move forward. With this MA and my teaching practice, planning student-centred lessons have proven to be a valuable tool in helping me to create more speaking opportunities for my students, and consequently, oral interaction became one of my main areas of interest. Furthermore, and given the importance of oral pair work in the primary English classrooms, I decided to deepen my study on this matter in order to better understand the relationship between theory and practice. Critically reflecting on my teaching practices, the two research questions which gave shape to my study are the following:

- How does peer interaction foster learners' participation in the classroom?
- How can teachers plan lessons and activities in order to promote oral interaction through a student-centred approach?

The tasks used in this study were carefully adapted so that their content was related to the units of the coursebook, though some vocabulary was adapted in order to be more student-centred, that is to say, the tasks were personalised (Jones, 2007), therefore helping them to produce meaningful oral communication based on the “real world” language (Guariento & Morley, 2001, p. 350).

## **CHAPTER I – LITERATURE REVIEW**

Many researchers and practitioners have already discussed the importance and the valuable results that speaking tasks have in learning a language. Most importantly when the learners are young learners in a primary classroom, the spoken form of a language is the “prime source and site of language learning” (Cameron, 2001, p. 18). It is particularly important, therefore, to take into consideration this form of oral interaction, namely oral pair work. It is widely agreed by most language teachers that oral pair work facilitates interaction and develops communicative competences (Richards & Lockhart, 1996). It depends on the teacher to promote and encourage cooperation between students (Dornyei, 2001) thus focusing on a student-centred environment rather than on a teacher-centred environment. Therefore, it seems important to reflect on the differences between the two teaching approaches, namely, teacher-centred, and student-centred.

### **I.1 Teacher-centred classes**

Teaching English as a second language in a teacher-centred way has been for many years the norm in L2 classrooms. According to Calvo (2007), teaching in a teacher-centred way means that the role of the teacher is the centre of “teaching and subsequent learning” (p.190) and that learners are passive imitators of controlled language. In other words, in this methodology, teachers are the centre of instruction and learning, and students merely follow indications being “passive receivers of knowledge”, (Villacís & Camacho, 2017, p. 380). Most importantly, it means that learners merely absorb information without engaging in the learning experience. Therefore, passive learners have very few opportunities to interact with others in a classroom context in which the teacher is the only and “primary information giver”, (Agrahari, 2016, p. 136). Nevertheless, some teachers still argue that there are some advantages concerning behaviour management, and the possibility of presenting large amounts of information in shorter periods of time, in particular in large classrooms. Furthermore, Garrett (2008), pinpoints teacher-centred classrooms as “traditional classrooms rooted in behavioural management”, (p. 34), that is to say, that in teacher-centred classrooms the teacher is the sole leader and responsible. However, when Noam Chomsky (1959), argued that language acquisition was much more than habit formation and could only take place through an innate capacity that humans possess, the learner began to be seen as an active agent in the process of learning. On the whole, a traditional teacher-centred classroom is an instructional environment where students have few opportunities for interaction and rarely take part in the decision

making of the learning process. According to my own experience, teacher-centred classrooms are places where most of the talking is done by the teacher and the students learn just by listening, with very little opportunities for oral interaction.

## **I.2 Student-centred classes**

The main focus on student-centred classes is to empower students and give them the responsibility for their learning, while teachers guide them during the learning process. In other words, the teacher assumes the role of a facilitator giving students more opportunities for an active role in the whole learning process. Calvo (2007), states that student-centred teaching is mainly about creating a classroom environment that enables students to learn by becoming engaged in meaningful activities “whose main aim is genuine communication in the target language” (p.192), and consequently this implies less teacher-talk and an increase in the students’ talking time. Equally important, is the choice of materials used in the classrooms which, according to Nunan (1988), can help to create activities similar to communication outside, in the real world, thus, giving students a sense of authenticity of what they are learning. Furthermore, in a student-centred approach language content should be carefully chosen and appropriate to the students’ needs and interests, thus planning lessons accordingly can mean that more learning occurs and therefore, both teachers and students feel more successful. Planning lessons in a student-centred approach is much more demanding considering the fact that the focus of the whole lesson will be on the students and on their needs, and not on the teacher.

According to Villacís and Camacho (2017), student-centred instruction is deeply interrelated with the development of speaking skills (p.379) due to the fact that it promotes speaking interaction by using meaningful tasks as language learning activities in the classroom. The main objective of using such tasks is to create a natural environment for students to use the language. When students are given the opportunity to interact and understand each other in the target language, it can be said that they are engaged in communicating, be it working in pairs or in groups. Research has shown that student-centred instruction has a positive effect on the development of speaking skills, which can be done through the realization of tasks, according to the students’ needs and using real-world vocabulary, resulting in classrooms where students learn by doing and interacting in a meaningful and authentic way (Villacís and Camacho, 2017). Looking at the class environment from the learners’ perspectives is an effective way to question the teaching practices and to create a learning environment rather than a teaching environment (Inan, 2015). There are, however, some constraints which might discourage teachers to shift into student-centred approaches, namely because of behavioural

management, time-consuming lesson preparations, and the lack of skills to use cooperative learning.

### **I.3 What is oral interaction, and why is it important for learning?**

Oliver and Philp (2014, p.5) say that “oral interaction is the spoken language that takes place between two or more people”. In other words, oral interaction taking place inside the classrooms involves putting into practice the ability to ask and answer questions and handle exchanges with others, consequently promoting and developing foundations for future learning (Read, 2007). As stated in Nóbrega (2008, p.6), oral interaction means “sharing social, cultural and institutional conventions within a specific pedagogical aim.” Equally important when referring to interactions is the opportunity for young learners to collaborate effectively with their peers (Pinter, 2007), thus developing social skills and “making sense of second language input” (Oliver & Philp, 2014, p. 57).

Speaking tasks have an important impact on learners’ performance namely in social and academic aspects. When the learners are given the opportunity to practice and communicate in the target language, their fluency gradually increases and their difficulty to speak will gradually reduce (Oliver & Philp, 2014). Oral pair work can be seen as a combination of language-focused and meaning-focused learning and leads to better results than working alone. For example, it can lead to more vocabulary acquisition, (Nation & Newton, 2009). It is widely agreed by most language teachers that pair work fosters students’ communication skills, (Sakarkaya, 2015). Chang and Wells (1988), state that collaborative work helps the participants to construct more coherent verbal production than would be necessary if he or she were working alone. Furthermore, peer interaction enables learners to share and question each other (Fosnot, 2005). Moreover, according to Wertsch and Toma (1995), interaction enables students to use each other’s utterances, be it questions or suggestions, as “thinking blocks” to be incorporated into their own co-constructed knowledge.

#### **I.3.1 How can teachers promote oral interaction?**

Research has shown that most teachers tend to plan their lessons in a teacher-centred way, doing most of the talking, (Inan, 2015). However, promoting and implementing peer interaction in the classroom requires creating a student-centred classroom environment where learners feel encouraged to use the target language and communicate effectively, (Inan, 2015).

Interactive oral tasks are seen as one of the most important activities in language development. According to Curtain & Dahlberg (2008), young learners should be given the opportunity to interact and build interpersonal communication in the target language.

Moreover, being a productive language skill, speaking involves most of the communicative tools for young learners to express opinions and maintain social relationships (Kirkgoz, 2018). According to Butler, cited in Kirkgoz (2018), research has shown that teachers need to consider the introduction of communicative activities into the classroom according to children's developmental stages so that they can have an appropriate level of challenge. Furthermore, Pinter, cited in Kirkgoz (2018), states that young learners need to have constant language exposure in "meaningful and enjoyable ways" (p.174) and to be encouraged to communicate and speak for a purpose with real-life significance using topics familiar to their real lives. Equally important are the kind of activities in the sense that they do not focus on the teacher, but on the students instead, in other words, teachers should not be the centre of instruction and shift their methodology in order to meet the students' needs.

### **I.3.2 The benefits of oral pairwork**

Another line of research has shown that, according to Mackey, Oliver & Leeman, cited in Kirkgoz (2018), supportive pair work in the classroom leads to improved language production. Similarly, mentioning classroom activities, Halliwell (1992, p.14), states that "their biggest contribution at primary level is probably in the field of spoken interaction between children". Furthermore, speaking activities play an important role in helping children to become used to "turn-taking, and respect for other people's opinions", (Read, 2007, p.18). In other words, speaking activities with young learners are likely to scaffold children to become more autonomous, and grown in confidence and collaborative and social attitudes (Pinter, 2007). Moreover, students should be given the opportunity to participate and become actively engaged (Inan, 2015), thus feeling responsible for their learning. Therefore, and acting accordingly, teachers must give priority to tasks where "students can do the work, talk and ask and answer questions either by pair or group work" (Inan, 2015, p. 36). Calvo (2007) pinpoints the fact that when students are provided with engaging tasks, working in pairs or in groups becomes natural and fosters students' active participation.

### **I.3.3 The disadvantages of oral pairwork**

Though the many benefits of oral pair work are widely accepted by many researchers, some, however, claim that there are management risks, and most importantly that pair and group work need very careful planning. If young learners are not mature enough there is a risk of not being able to effectively manage students' behaviour (Hill, 2004), namely noise levels in the classroom, the amount of L1 use, and off-task pairs. In addition, and according to Hyde (1993), in some countries, there could be some cultural constraints when students are paired

with members of the opposite sex, though in Portugal this is not the case. There are however particular situations that may cause some difficulties in applying these activities, namely misbehaviour, the choice of paired partner if students do not have a good relationship, (Sakarkaya, 2015), and very small classrooms where it is difficult to change places. All together these are some of the reasons why many teachers avoid including pair work activities in their classrooms.

### **I.3.4 Conclusion**

On the whole, one can come to the conclusion that despite some limitations concerning classroom management, oral pair work is an effective way to promote speaking tasks in a meaningful and positive way, simultaneously increasing language practice opportunities and improving the amount of student talk time, as well as promoting a feeling of cooperation in the classroom. If lessons are planned in a learner-centred approach, though it can be more time consuming, this means undoubtedly that our learners will feel valued, respected and encouraged to participate more (Inan, 2015), regardless of their social, cultural or learning background. Consequently, classrooms must be friendly environments where students feel they have a voice (Murdoch & Wilson, 2008), and at the same time some responsibility for their learning. Finally, and equally important is the lesson planning including challenging topics relevant to students' interests and real lives. It is therefore undeniably an enormous responsibility for teachers to make the best use of all skills they have acquired and to carefully plan each lesson so that they result in student-centred, engaging and meaningful activities. This new approach making full use of interaction tasks has a focus on students and their lives and experiences. Considering all the benefits already mentioned above, one can come to the conclusion that planning lessons giving priority to speaking tasks and with the focus on student-centredness is a powerful tool (Murdoch & Wilson, 2008) to make teaching more purposeful and successful.

## **CHAPTER II – THE ACTION RESEARCH**

### **II.1 Context**

My study took place in a small primary school belonging to a school cluster near Cascais, Portugal. It was a state primary school composed of 4 classrooms from year 1 to year 4. The class referred to in my study was a year 4 class composed of 27 students who had English for the first time in their year 3. There were 10 girls and 17 boys with ages between 9 and 10. 23 of these children were from Portugal, 3 from Brazil and 1 from Guinea-Bissau, but they all had Portuguese as their L1. There were no children diagnosed with special education needs

(SEN) though as time went by, I noticed that 4 students had difficulties keeping up with learning in general. Their writing was very slow, and they would only start working when helped by me, my cooperating teacher, or the mainstream teacher. When asked about these students' apparent lack of interest, the mainstream teacher explained that this particular behaviour happened in every lesson, not just the English lessons. Most of the other students were participative, very active but easily distracted.

This class had English in the afternoon and sometimes they tended to forget some classroom rules, and as a consequence of this, they had to be reminded of the basic classroom rules every lesson, as part of our opening routine. Gradually, their behaviour improved as the classroom rules became more natural and simultaneously as my relationship with the class started growing stronger. The students were seated in groups of 4 or 5. They had English twice a week every Tuesdays and Thursdays, and each lesson had a length of 60 minutes. The large classroom had windows almost all around and one could easily tell that this was a classroom where teachers and students did collaborative work just by looking at all the work displayed around the room. The classroom was equipped with 1 whiteboard, 1 blackboard and 1 interactive whiteboard. They were used to working in groups, but mainly in writing activities. The coursebook adopted by this school cluster was "*Let's Rock 4*" (Abreu & Esteves, 2016). Although this book follows the "*Metas Curriculares de Inglês no 1º ciclo*" (Cravo, Bravo, & Duarte, 2014), which is the Portuguese state curriculum for the first cycle, the main activities covered by this book are listening, reading and writing with very little opportunities for speaking. It was thus necessary to supplement the book with more speaking activities in order to create more opportunities for oral interaction. According to Halliwell (1992), it is the teacher's responsibility to best adapt and organize the material provided in the coursebook in order to increase interaction and real communication. Furthermore, and equally important, teachers must bear in mind the "*Metas Curriculares*" (Cravo, Bravo, & Duarte, 2014), according to which year 4 students should be able to "express appropriately in simple contexts and interact with the teacher and/or peers in simple and previously prepared situations", (p.14).

## **II.2 Methodology**

Action research, as stated in Burns (2010) means targeting a teaching area and subjecting it to questioning through a self-reflective and a critical approach in one's own teaching situation, and as stated in Kemmis (2007), "action research aims to change practices, people's understandings of their practices, and the conditions under which they practise" (p.2). In other words, my main concern for conducting this study was related to speaking activities, and to changing my approach from a teacher-centred to a student-centred one. I followed the



guidelines for conducting action research according to Richards and Lockhart (1996). The first step was to identify what changes could be made to the activities in my lessons to give my students the necessary skills that are needed for spoken interaction and spoken production and include these changes in my planning stage. During this stage of planning and preparing my study, I asked for consent, as this is the first step of ethical research.

During the action and observation stage, I used data collection tools, namely, a questionnaire which was answered, firstly in October and secondly in December, recordings, and reflection notes. During this stage, and with the help of my reflections, cooperating teacher and supervisor comments, my lesson plans and consequently my lessons, were gradually reshaped and became more student-centred, and my students were given more opportunities for oral interaction. That is to say, that each stage of action and observation was followed by some reflection which originated a re-planning aiming for better and more successful speaking opportunities.

## **II.2.1 Permission and ethical considerations**

“Research ethics are to do with conducting research in a moral and responsible way”, (Burns, 2010, p. 34). In other words, it means all participants must be informed of the research and its purpose, what methods will be used, and what kind of participation will be involved. Equally important, all participants must accept in a voluntary way, (ESRC, 2015). For this reason, letters of consent asking for permission to do my study were sent to parents (Appendix A), and to the school director (Appendix B). The letters explained the purpose of my research, and what methods were to be used to collect data. In the letters, I also mentioned that the students’ identities would not be revealed. Finally, and most importantly, is the particular situation of participants who are minors, that is to say, the students. According to the United Nations Convention on the Rights of the Child 1989,

States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child. (art.12, para.1)

In other words, all children have the right to be able to express their opinion when adults are making decisions that will affect them directly, and it should be respected. Therefore, and according to Lundy, (2007, p. 930) “respecting children’s views is not just a model of good pedagogical practice (or policy making) but a legally binding obligation”. Consequently, the most challenging step was orally explaining to the children and obtaining their consent. After the oral explanation, I gave each student a written explanation to obtain written consent

(Appendix C). I assured them that their identities would never be revealed and that they could use a code name to protect their identities. They were also told that they could choose not to participate at any moment. All the letters and explanations were in Portuguese, and I took particular care in using child-friendly language when addressing my students. From the 27 students, 2 of them declined.

### **II.2.2 Data collection tools**

All data collected in my study had the purpose of answering my research questions. Following the guidelines for collecting data provided by Griffiee (2012), I used a questionnaire, recordings, teacher reflection notes, teacher reflection journals, lesson plans, and oral pair work activities.

#### **II.2.2.1 Lesson planning**

Planning lessons in a student-centred approach was a difficult challenge. I tried to remember and make use of what I learned during this MA. I knew from experience that a good lesson is adaptable, has a variety of activities and skills, and an enjoyable content, but I had never heard of the “S.M.A.R.T.” formula, (Conzemius & O’Neill, 2009). In this sense I tried to plan my lessons focusing on aims that could be specific, meaning clear, measurable, so that I could know to what extent they had been achieved, achievable, so that my students could accomplish the objectives, relevant, meaning that they were linked to content, and equally important, time-framed so that learning objectives could have enough time to be achieved. My lesson plans were written with the focus on my students’ interests and needs, bearing in mind what materials to use and, as already mentioned above, my notes and reflection journals were a useful tool in helping me to implement engaging activities to facilitate learning. I tried to plan my lessons in a student-centred approach paying particular attention to my talking time, and gradually inviting my students to demonstrate and give explanations when setting-up activities. Additional oral tasks were set up in order to supplement the coursebook, and others were modified to integrate opportunities for spontaneous and creative language use during my lessons.

All the tasks were adapted so that they could centre on the students rather than on the characters in the coursebook, hence helping me to develop learner-centred teaching, which according to Richards and Bohlke (2011), can also be achieved by “linking the content of the lessons to the students’ lives.” (p.32). I took particular attention to the choice of materials used in the classroom. I created all the flashcards that were used in class so that the activities could be similar to the real world, giving a sense of authenticity of what my students were learning.

In other words, I tried to plan my lessons following a structural organization according to a student-centred approach with the focus on the authenticity of language content and materials, including engaging students in pair work and in “activities or tasks in which they have to use the target language” (Calvo, 2007, p.193). All my lesson plans mentioned the establishment of routines for creating appropriate conditions and friendly environments that enabled my students to engage in all the activities, and at the same time promoted autonomy as they became more familiar with certain classroom episodes (Read, 2007), which is one important aspect of student-centred classes. The self-reflection moment at the end of each lesson was a useful stage during which my students could share what they had learned and what difficulties they had felt. During my research, I realised that flexibility was an important skill to be able to adapt my plans to my learners’ needs (Calvo, 2007). The lessons were planned with the focus on developing my students’ speaking skills, and the units of work were related to the official curriculum in Portuguese primary schools, The *Metas Curriculares de Inglês 1º Ciclo*, which also mention the importance of oral skills, namely spoken interaction and spoken production including controlled speaking practice involving drilling phrases and repeating models, and various other activities to promote a certain degree of spontaneity in the use of English, like for instance, expressing likes and dislikes, or describing the ability for certain actions (Cravo, Bravo, & Duarte, 2014).

#### **II.2.2.2 The Questionnaire**

The questionnaire (Appendix D) was in Portuguese and had simple questions about the students’ feelings regarding the different activities taking place during the English lessons. It was a simple close-ended questionnaire adapted from a three-point Linkert scale questionnaire, which according to Dornyei (2003, p.38), has “been used successfully with younger children”. The same questionnaire was administered at the beginning of the academic year, and the end of the first term. According to Richards and Lockhart (1996), questionnaires are useful ways of gathering information” (p.10). In my study, I used this tool to investigate my students’ attitudes towards some aspects related to the English class, and simultaneously to let me know some of their learning preferences regarding the four skills (listening, speaking, reading, and writing). It was distributed in class to all the students and it could be done in a relatively short amount of time during a lesson. Analysing and comparing their answers helped me to have a more realistic notion regarding my students’ willingness to participate, thus helping me to answer my first research question. Using the same questionnaire in October and December enabled me to easily compare and check if there had been any changes on the students’ opinions about the English activities in the class, and therefore if my approach had contributed to foster

their participation in the classroom. By analysing the data in a close-ended questionnaire I could gather quantitative information and establish statistical analysis of the findings by counting the frequency of each response.

### **II.2.2.3 Recordings**

Students' recordings took place every time there was a pair work activity in the classroom, that is to say twice every week. For the recordings, I used my mobile phone and a tablet. The pairs of students were chosen by me and were composed of the same students throughout the recordings. Three pairs of students were recorded. I tried to choose a pair with a good level of English and the other two with an intermediate and a low level of English. The reason for choosing pairs with different levels of English aimed to show me to what extent the tasks could help develop speaking skills in all different abilities. Another reason for choosing these students was their regular attendance. In almost every lesson there was a considerable level of absence and these students were among the ones who were always present. The first pair (Killerrandes and Agente Secreta) was taped for 3 times. The second pair (Viajante and Moranguinho) was taped only once. The third pair (Echopilr and Midoria) was taped twice. Each interaction lasted for about 5 minutes and was recorded in the classroom when all the students were taking part. With only 2 recorders, it took me a few lessons to be able to tape the three pairs. I recorded two tasks. The first was a simple "ask and answer" about time and the second was a sequence building on the previous interaction but more complex and demanding in terms of vocabulary. The last recordings were taped with a 1-month gap from the first ones. The recordings of three pairs of students were transcribed, and analysed quantitatively, to see if there was a development considering the number of turns they took, the amount of L1 used in terms of turns, and the amount of English used in terms of turns, thus helping me to see if their difficulty to speak in English had reduced (Oliver & Philp, 2014), in comparison to the first recordings, and if oral pair work activities fostered students' participation in the classroom. Comparing the total number of turns and the number of turns in English and in Portuguese, gave me an insight to how much language they produced and how much of it was in English and how much in Portuguese. Similarly, and equally important, analysing task recordings enabled me to check if there was evidence of successful communication in the sense that learners were able to exchange information focusing on meaning about an activity related to real-world, hence revealing gains relating to their use of L2 and therefore successful task achievement.

#### **II.2.2.4 Teacher reflection notes and journals**

According to Richards and Lockhart (1996), the main purpose of writing notes about a lesson is to help teachers reflect critically on their approaches and to help them develop new strategies and try to find alternative procedures to use in future lessons. Writing down the most relevant experiences that occurred in the classroom proved to be a very effective way to help me reflect on my teaching and at the same time to reflect on my students' response to the lessons, namely if they were actively participating, if they were challenged, or showing evidence of lack of support. I took notes every week and reviewed them before writing my journal and before planning the next lessons. I usually wrote my notes in English, and immediately after the lesson. These were short notes that I would develop later at home. By reading my notes I could reflect on my teaching and try to change strategies in order to teach in a more student-centred approach, giving my students more opportunities for engaging in class activities. My reflections and journals were analysed qualitatively, following the guidelines for analysing qualitative data provided by Burns (2010). Some of my teacher reflection notes and journals are presented as quotes in the results section and proved to be a valuable tool in helping me "to develop new modes of interaction with students" (Burns, 2010 p. 142).

#### **II.2.2.5 Tasks**

I tried to follow the criteria suggested by Willis (2006), which provide useful guidelines for the design of task-like activities, namely if they involve real language use, if they relate to real-world activities, and are focused on meaning simultaneously providing classroom interaction, mainly pair work interaction. Likewise, Nunan (1989) defines task as "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form" (p. 10). In order to implement the right level of challenge for this class, I followed the criteria suggested by Nunan (1989) and decided to adapt some activities and implement very simple tasks which could simultaneously be appropriate to my students' level, reflect a real-world situation, allow students to communicate in pairs, engage my students' interests, and exhibit the task continuity principle, meaning that a task builds on previous activities and can be integrated and sequenced with other tasks. This was the case of the two oral interactions recorded. As it took me a number of lessons to record these tasks, the whole class repeated the tasks as well, but with different partners, which according to Pinter (2007) has shown benefits in helping students to produce "more appropriate vocabulary" (p. 190). The tasks were designed for students to work in pairs, both asking and answering orally. Nunan (1989) graded

different sets of activities into seven levels of difficulty from beginners to proficiency level. Level 1 is suitable for year 3, and level 2 for year 4. I used two sets of activities included in the level 2 of speaking and oral interaction defined by Nunan (1989), namely, tell the time in hours and half hours (Appendix E, F), and talk about regularly occurring activities (Appendix G). These tasks were written to reflect the language learning ability of the students. Several factors were taken into consideration to determine the complexity of tasks, including the number of steps involved in the task, complexity of instructions, task preparation, amount of help available (e.g. visual aids), and time to carry out the task, as suggested by Brindley (1987). These very simple tasks were adapted from Read (2007) and were designed for students to work in pairs, taking turns, firstly asking each other the time using their cut-out clocks (Appendix E), and secondly, in less controlled language use, asking and answering about their daily routines and places at school, e.g. “what time do you go to the canteen?”, or “what time do you go to bed?” (Appendix G). These very simple tasks and many others that were not recorded had the focus on my students’ interests and were based on the students’ feedback during the reflection moments at the end of each lesson. Aiming to encourage my students to use English for real purposes which they can relate to, both tasks required interaction or an exchange of information, that is to say, to fill a gap between the two students. Information gap activities are seen as a useful method to promote attention to message, as well as to “activate interaction and correction and provide authenticity and variety in the classroom” (Pica, Kang, & Sauro, 2006, p. 329). I have noticed that asking my students about themselves is very important, not just for the purpose of building relationships but to improve strategic connections between the classroom activities and all the students.

### **II.3 Results**

In this section I will analyse and interpret data obtained through the data collection tools that I used in my study aiming to be able to answer my research questions:

- How does peer interaction foster learners’ participation in the classroom?
- How can teachers plan lessons and prepare activities in order to promote oral interaction through a student-centred approach?

#### **II.3.1 Lesson planning**

Bearing in mind one of my research questions, I tried to plan all my lessons with the focus on a student-centred approach. In other words, I planned my lessons considering “the quantity of student participation and interaction that occurs, the learning outcomes that the lesson produces and the ability to present subject matter from a learner’s perspective” (Richards

& Bohlke, 2011, p. 25). My lesson plans had an opening routine which included explaining to the class the aims of the lesson, and a reflection moment was included in the closing routine, so that the students could tell, in L1, what they had learned and if they had had any difficulties.

Planning my lessons using a student-centred approach was a fundamental principle to increasing my students' engagement. One of my priorities was to establish a link between the official curriculum and my students' necessities. I tried to provide learning experiences focusing on what students value. As already mentioned before, I gradually reduced my teacher talking time and gave my students more speaking opportunities. I tried to listen and facilitate conversation when needed thus enabling them to interact with one another, in particular taking special attention regarding teacher and students' interactions. As shown in lesson plan 3 (Appendix H), my plan was quite teacher-centred, but during my lesson, I adapted it and included a pair work activity with mini-cards aiming to promote oral interaction, and focusing more on the students, as shown in my reflection (Appendix I). As a result of preparing, adapting and changing my lesson plans, (Appendix J stages 3 and 4 and Appendix K stages 2-4 are examples of lesson plans I changed and adapted) I realized that each attempt helped me to learn more about centring my lessons on my students, in particular developing appropriate tasks and materials including discourse routines, aiming to provide valuable scaffolding for learners as they engage in speaking activities. Describing a lesson in detail helped me to think more deeply on what to teach and how to teach, including my behaviour in class in terms of instruction giving and teaching aids (Sougari, 2011).

### **II.3.1.1 Routines**

It is commonly agreed by most teachers that knowing what to expect gives children a sense of security and confidence, and facilitates prediction (Brewster, Ellis, & Girard, 2002). Establishing and getting students used to certain routines can help children to become more autonomous and responsible and, hopefully, calmer. The first stage of my lessons was the "opening routine" (Appendices H, J), which included greetings, chanting a rhyme (chosen by the students at the beginning of the year), writing the date on the board (each time a different student by alphabetical order), talking about the weather and explaining the aims of the lesson. I have noticed that this is a very important moment because it gave children time to shift into "English" and it also helped to create a good and friendly environment. Equally important was informing my students of the lessons aims. By explaining the aims to my students, I was showing them that I cared and respected them and felt they had the right to know what was going to happen in our lesson. Sharing the aims of a lesson is one of the moments in a student-centred classroom that promotes interaction between teacher and students, as I wrote in some

of my reflection notes “Today, some students asked me, *what is the aim?*” (on 19<sup>th</sup> October), “Today, Snoopy asked about the aims and Midoria replied, *it’s what time is it*” (on 3<sup>rd</sup> December). Sometimes telling the lesson aims was more a guessing game, in which they were invited to guess what they were going to learn by following clues from a flashcard, an object or some actions related to the unit of work. These simple routines had the purpose of promoting interaction from the whole class with me and amongst students. According to Watanabe, (2016), “interactional routines promote language learning because they are predictable and repetitive, thereby providing a helpful participation structure for novice language learners. Interactional routines are meaningful, culturally formulated, and embedded in everyday interaction”. (p.49). In short, interactional routines give young learners the opportunity to engage in interaction through listening and responding gradually developing their competence in the target language and increasing their independence in language production, which is one of the characteristics of a student-centred approach, as shown in stage 1 in lesson plan 3, (Appendix H), and lesson plan 8, (Appendix J).

At the end of each lesson was the “closing routine”, and before closing the books and notebooks and tidying up, there was a reflection moment. In this particular moment, children knew they could express themselves in L1 if they wanted to because I wanted to know exactly what they felt they had learned, what they liked most, and what they found difficult. This kind of information gave me clues for what to plan for the next lesson, namely if activities needed more preparation, more vocabulary consolidation, more visual aids, or more oral interaction. As mentioned above, the closing routine proved to be very useful in terms of having students’ feedback about their interests and favourite activities which is deeply related to a student-centred approach to teaching, as shown in stage 6 in lesson plan 3 (Appendix H), and in stage 8 in lesson plan 8 (Appendix J).

### **II.3.1.2 The coursebook and speaking activities**

As already mentioned above, the coursebook adopted by the school cluster was “*Let’s Rock! 4*” (Abreu & Esteves, 2016). I had worked with this book before and I knew that to conduct my research on oral interaction I had to supplement my lessons with extra materials and activities, namely, oral interaction tasks. As stated in Graves (2003, p.236), a coursebook “must be adapted” to a particular group of learners. Following the guidelines suggested by Acklam (1994), as mentioned in Graves (2003), I used the acronym “SARS”: S stands for selecting important parts of the coursebook, A stands for adapting parts of the coursebook and making changes, R stands for rejecting parts that do not fit in my approach, and S stands for supplementing the coursebook with extra materials and activities in order to meet the purposes



of more student-centred lessons. Furthermore, the tasks were planned to take into consideration my students' interests concerning their daily routines, which was the topic from the coursebook, so that they could engage in activities that had something to do with their real lives. One of the examples of supplementing the coursebook with extra materials and activities is presented in lesson plan reflection 3 (Appendix I). Most of the activities in the book were "listen and circle", "listen and stick", "listen and repeat". As mentioned in my reflection (Appendix I), I felt my students needed more speaking practice to consolidate the vocabulary and so I decided to supplement the lesson with a pair work with mini-cards, as shown in Appendix I. This lesson in particular was an example of what I did in most of my lessons. Lesson planning promoting speaking activities in a learner-centred approach requires adequate preparation of materials. As stated in Thorner (2017), "By using coursebooks in conjunction with a variety of materials, we allow students to benefit from the different sources of motivation that each offers" (p.72). Considering all the aspects mentioned above, most of the activities from the coursebook were adapted and supplemented. Examples of speaking activities introduced by me can be seen in my lesson plans (Appendices J and K). All the visual aids like flashcards, mini-flashcards, posters, board games and large survey posters were made by me and were all designed to scaffold oral interaction in the classroom.

The activities used in my study were related to the topic "telling the time". In the first pair work activity, students used a cut-out clock (Appendix E). The objective was to practise the vocabulary by asking and answering about time, and they had to use simple and clear structures, mostly based on repetition. The second speaking activity was an interview. Students had to collect information and fill an interview grid as shown in lesson plan 8 (Appendix J). The objective of this task was to consolidate personal information and provide oral interaction in more specific language use, considering the vocabulary related to telling the time, daily routines, and places in the school. In both activities I followed the task-based language teaching (TBLT) framework suggested by Willis (1998), in other words, each activity had 3 stages. In the first stage or pre-task, I introduced the topic, prepared the class with vocabulary resources, and gave task instructions. The second stage or task-cycle was the task itself. In this stage students engaged in pair interaction trying to make use of their linguistic skills. In this stage, they could use the visual aids displayed around the classroom. The last stage of TBLT presented by Willis (1998), mentions language analysis, which I included in the last part of my lessons, during the reflection moment. In this stage, my students were invited to reflect on the new forms of language they had been practising. During this reflection moment, my students could reflect on some language features like for example the pronunciation of some words and the

use of appropriate phrases which, according to Willis (1998), helps vocabulary acquisition. Adapting communicative tasks for young beginners was a difficult challenge. Nevertheless, continuous controlled practice can lead to more spontaneous speech as students get used to repetition (Becker & Roos, 2016). Moreover, task-based interaction can lead to several gains, namely better control of L2 and less use of L1, and peer assistance during the interactions, (Pinter, 2007).

### **II.3.2 The Feelings Questionnaire**

This questionnaire was meant to show me if the students felt positive about the English classes and to what extent their feelings could facilitate their interaction leading to more participation in class, and therefore to help me answer my research question, “how can teachers plan lessons and prepare activities in order to promote oral interaction through a student-centred approach?”. Analysing my students’ answers helped me to see I should plan my lessons including more speaking activities and promoting more interaction. It was a tool for gathering information about my students’ attitudes and preferences regarding the different activities. As already mentioned, in all the lessons during the reflection moment my students had the opportunity to express their preferences. Adapting classroom activities to my students’ interests and providing opportunities to make choices are some of the strategies characterized as student-centred teaching, which according to Garrett (2008), can promote student participation. Likewise, Brown (2008), suggests that asking students their opinion about the classes can be a “wonderful window into your students”, (p. 34). Being aware of my students’ preferences gave me a notion of how to behave and establish friendly classroom environments where students feel safe and not ashamed to speak in class. Willingness to communicate or participate is a complex subject. Nevertheless, participation is, above all, one of the rights embedded in the United Nations Convention on the rights of the child (UN, 1989). As a teacher, it is my duty to assure my students feel comfortable so they will be encouraged to participate freely and safely.

The feelings questionnaire was used twice during my study. The first time before any intervention on my part, and the second time at the end of the first term, after the different pair work activities. Table 1 presents and compares the results from the first questionnaire in October and the final questionnaire in December (Appendix D).

**Table 1**

Results for Questionnaires on students' attitudes towards the English classes  
 Total sample = 24 students in October / 25 students in December

Statements	STUDENTS' ANSWERS (% AND NUMBER OF STUDENTS)					
	Questionnaire October			Questionnaire December		
	Yes	More or less	No	Yes	More or less	No
<b>1 – I like English.</b>	83% (20)	17% (4)	0% (0)	88% (22)	12% (3)	0% (0)
<b>2 – I like speaking English.</b>	75% (18)	25% (6)	0% (0)	80% (20)	12% (3)	8% (2)
<b>3 – Learning English is important.</b>	96% (23)	4% (1)	0% (0)	96% (24)	4% (1)	0% (0)
<b>4 – Speaking English is difficult.</b>	25% (6)	46% (11)	29% (7)	20% (5)	44% (11)	36% (9)
<b>5 - I like playing games in the English class.</b>	92% (22)	8% (2)	0% (0)	92% (23)	8% (2)	0% (0)
<b>6 – I feel embarrassed when I give a wrong answer.</b>	37% (9)	33% (8)	29% (7)	28% (7)	36% (9)	36% (9)
<b>7 – I am afraid to say I have doubts.</b>	8% (2)	21% (5)	71% (17)	8% (2)	16% (4)	76% (19)
<b>8 – I can understand what the teacher says.</b>	25% (6)	71% (17)	4% (1)	44% (11)	52% (13)	4% (1)

Analysis of statement 1 reveals the majority of students (83%) said that they liked English in October, and this value rose to 88% in mid-December. This result may show that the routines established in my lessons helped students to feel more comfortable with the English classes. Results from statement 2 show that 75% of the students enjoyed speaking English and that by the end of the study the number rose to 80%, which may indicate that more practice with speaking interaction helped students to communicate successfully. In statement

3 there are no changes. In both questionnaires, 96% of the students think that English is important. In statement 4, 25% of the students said that speaking English is difficult, but in December the number decreased to 20%. These results show some evidence that the students' difficulties towards English were decreasing. This fact is maybe due to the speaking activities in all the lessons and all the preparations before the activities. In October, 37% of the students said they felt embarrassed when they gave wrong answers, but in mid-December, only 28% said so. Comparing these two results shows the importance of establishing a friendly learning environment in the classroom helping students to feel respected and secure. According to Davis (1993), teachers should be able to create classroom environments in which "students feel comfortable, secure, willing to take risks, and ready to test and share ideas" (p. 75). In October only 25% of the students said they could understand what the teacher said, but in December there was a significant change from 25% to 44%. This result is relevant. Trying to teach using a student-centred approach involves promoting genuine communication and encouraging students to participate more, and therefore it reflects my way of presenting information and explaining tasks. I think it is important to notice that some changes in the students' attitudes may have to do with the fact that after two months of working together they felt much more relaxed and secure. Getting used to a different teacher takes some time. Children need to feel they can trust the teacher, and the kind of interactions taking place in each lesson, including some teacher behaviours like eye contact, smiling, voice intonation can make the difference in setting up a good learning environment.

The second part of the questionnaire was meant to help me answer both my research questions.

- How does peer interaction foster learner participation in the classroom?
- How can teachers plan lessons and prepare activities in order to promote oral interaction through a student-centred approach?

In other words, I wanted to find out if my students were feeling more comfortable with speaking. Table 2 presents and compares the results from the first and second questionnaires about students' favourite skills and favourite classroom activities.

**Table 2**

Results for Questionnaires (October and December) on students' favourite skills and classroom activities

Total sample = 24 students in October / 25 students in December

	STUDENTS' ANSWERS							
	My Favourite Skills				My Favourite Classroom Activities			
	Listening	Speaking	Reading	Writing	Individual Activities	Pair work	Group work	Whole class Activities
October	79%	58%	58%	71%	33%	71%	79%	62%
December	60%	68%	60%	52%	28%	100%	52%	52%

In this part of the questionnaire, some students chose more than one skill, and others chose all of them. In October, the two most favourite skills were listening (79% -19 students), and writing (71% - students). However, in December their preferences had changed for speaking with 68% (17 students), and reading with 60% (15 students), showing a significant change in their attitude towards the 4 skills. These results show clearly that speaking is more popular in December, showing some evidence that due to more peer interaction in the classroom, students began to feel more comfortable with speaking and therefore they participated more in class.

The last part of the questionnaire was meant to give me a clear notion of the activities my students liked most. When asked about their favourite activities in the English classroom, there was evidence of a clear change from October to December, particularly concerning pair work activities, with 100% of the students stating it is their favourite activity. Including pair work activities in every lesson helped the students to feel more used to this type of activity, and therefore something they could carry out easily. Individual activities were the less chosen in both months, though in December there was a 5% decrease. Group activities decreased 27%, and in whole-class activities, there was a 13% decrease. Looking at these results I noticed that there was a pattern. The only activity with an increase, actually to 100%, was the pair work activity. All the others had decreased. This result shows the attitude towards class activities had changed. After two months the whole class preferred pair activities, showing evidence of familiarity with speaking interaction. By analysing the results from December there is some evidence that planning my lessons using a student-centred approach promoted oral interaction. Gradually, students began to interact more as already mentioned in the routines section.

### II.3.3 Recordings

**Table 3**

Results from the pair work recordings

Pair work recordings	Recording 1		Recording 2		Recording 3		Recording 4		Recording 5		Recording 6	
	K	KC	V	M	K	KC	K	KC	DM	E	DM	E
Turns in English	3	4	4	4	8	8	5	5	5	5	5	5
Turns in L1	3	0	1	0	0	0	0	0	0	0	0	0
Total of turns	6	5	5	4	8	8	5	5	5	5	5	5

Recording 1 was a pair work activity where each student had to ask the time using their cut-out clock (Appendix J). Around the classroom, there were several flashcards and word cards to support students in their questions and answers (Appendix K). It was recorded in November.

#### Recording 1

Pair work activity: Students - *Killerrandes* and *KC Agente Secreta*

Key: **K** = Killerrandes    **KC** = KC Agente Secreta

1. K: What's your time?
2. KC: it's....four....e....
3. K: Tá a precisar de ajuda. O'clock. (you need help. O'clock)
4. KC: Four o'clock.
5. KC: What it is your time?
6. K: It it's ten o'clock.
7. K: What's your time?
8. KC: Uhhh.....five.....
9. K: Tás a precisar de ajuda. Este aqui tem um nome diferente. Queres ajuda? Queres ajuda?... (you need help. This one here has a different name. Do you want help? Do you want help?)
10. KC: (inaudible)
11. K: Não, não....não, não. É três, não, sim, three half past. Quando é no seis (points to the minutes hand) tem que ser half, mas primeiro tens que dizer assim....imagina, isto está assim (puts the minutes hand on 6), nine half past, mas se for assim já é diferente (puts minutes and hours hands on 12). É ...ten o'clock. Percebeste? Agora és tu.  
(no, no...no. It's three, no, yes, three half past. When is in six (points to the minutes hand) it has to be half, but first you have to say like....this is like this (puts the minutes hand on 6), nine half past, but if it is like this, then it's different. It's... ten o'clock. See? Now it's you.)

In this first recording there was a lot of utterances in L1 (lines 3, 9, 11). Both students were obviously a little nervous and did not take advantage of the visual aids displayed around the classroom. In this pair work activity, students were practising new vocabulary in a controlled way. Visual aids were displayed around the classroom to work as a bridging tool and therefore to help my students. By looking at the prompts students could understand what to say during their speaking activity. KC showed serious difficulties in answering, and K used L1 mainly for modelling and helping KC. These data show the oral interaction between two students on a task that involves asking and answering about time, using a cut-out clock. One of the students has more control over the interaction. Killerrandes takes 6 turns in which he asks and answers and corrects and explains the responses of his partner. His use of L1 is mainly for clarification and helping his partner. Agente Secreta did not use L1, but her use of English shows lack of understanding, meaning that even though she knew what she was expected to say, she was not able to speak in English. This pair work activity was her first attempt in oral interaction. Analysing this first recording made me realize that I should have explained in different ways and spent more time demonstrating the activity.

## Recording 2

Pair work activity: Students - *Viajante and Moranguinho*

Key: **V** = Viajante **M** = Moranguinho

1. V: What time is it?
2. M: Ahh....it's half .....seven.....and....forty-one
3. V: Yes.
4. M: What time is it?
5. V: It's... six...uhmm...and five....uhmm ...*ai*...uhm...fifty minutes.

Fifteen minutes

6. M: Yes.
7. V: *És tu!* (It's you !)
8. M: What time is it?
9. V: It's...six and.... fifteen.

In recording 2 the students were not used to taking turns and though they knew what they were supposed to do, they had serious difficulties in speaking. In 5 turns Viajante used L1 once for clarification (line 7), and Moranguinho used only English though in 4 turns there was only one correct sentence “what time is it?”. These two students, as in the case of recording 1, were not able to use the visual aids displayed around the classroom. In line 7 when V says “*És tu*”, he could have looked at the banner saying, “*It's your turn*”, instead of using L1. Both recordings 1 and 2 took place on the same day. These two cases indicate that this class needed more repetition of language chunks, more oral activities, and more emphasis on how to use the

visual aids. With the focus on my students' needs, I included more repetition and more task preparation in the next lesson plan (Appendix K).

The next recordings also included time vocabulary, but the activity was a little more complex. Students had to know places around the school and some daily actions, like get up, go to school, go to the canteen, go home, go to bed. For this pair work activity, there were several flashcards, posters and word cards displayed around in the classroom, namely a voice level poster (Appendix L), pair work rules (Appendix M), chunks of language (Appendix N). This time all students were reminded of the visual aids, rules, and voice levels. After being reminded some of them had to pretend they were the teacher and explain to their peers they could look at the visual aids for help. These recordings took place one month later than the recording 1 and 2.

### Recording 3

Pair work activity: Students – *Killerrandes* and *KC Agente Secreta*

Key: **K** = Killerrandes **KC** = KC Agente Secreta

1. K: What time do you get up?
2. KC: I do you get up at...eighteen, eight.
3. K: What time do you go to school?
4. KC: I go to school it is...ah...eighteen.... eight forty-five.
5. K: What time do you go to the canteen?
6. KC: I...go to the canteen at...one...fifteen.
7. K: What time do you go home?
8. KC: I go home.....
9. K: At.... (helping)
10. KC: At.... five.... five o'clock.
11. K: What time do you go to bed?
12. KC: I go to bed is....
13. K: At... (helping, again)
14. KC: Seven
15. K: At seven. (helping)
16. KC: At seven forty-five.

Recording 3 shows some progress in their use of L2. There were no L1 utterances, even when K tries to help KC. He does it three times, always using English. I think this reveals a positive change in the way they communicate between peers. In order to maximize the effectiveness of oral activities, I included more drilling and demonstration in my lesson plans, as shown in lesson plan 9 (Appendix K) and I also emphasised the importance of speaking in English. Agente Secreta shows more understanding and was now able to answer in English. In recording number 4, the same students change positions. KC is asking the questions, and K is answering.



## Recording 4

Pair work activity: Students – *Killerrandes* and *KC Agente Secreta*

Key: **K** = Killerrandes **KC** = KC Agente Secreta

1. KC: What time do you get up?
2. K: I get up at...seven pm, am (á), am (ei). (self-correction)
3. KC: What time do you go to the school?
4. K: I go to school at eight and twenty.
5. KC: What time do you go to canteen?
6. K: I go to the canteen at...at... one-fifty.
7. KC: What time do you go to hame, home? (self-correction)
8. K: I go home three forty-five.
9. KC: What time do you go to the bed?
10. K: I go to bed eight hours. Finish!!

Recording 4 shows the students were paying attention, and their effort to use English only. K corrects himself without using L1 (line 2), and so does Agente Secreta (line 7), showing that they were now aware of the rules, and the use of English even for self-correction. Comparing recording 4 to previous recordings of the same students, I noticed that in recording 4 both students pay more attention to pronunciations, (line 2- K corrects “am”, line 7- KC corrects “home” instead of “hame”). The more they get used to speaking activities and in taking turns, the easier it becomes for them to carry out the tasks successfully without the use of L1.

The next two recordings will be analysed together. The students in both recordings 5 and 6 were two of the best students in class. They were always paying attention, they took good care of their own coursebooks and notebooks, and most of the times they volunteered to participate in modelling activities. Generally speaking, they showed no difficulties in speaking and they always completed their tasks successfully. In almost every lesson these two students were among the ones who always raised their hands to answer or to participate.

## Recording 5

Pair work activity: Students – *Echopilr* and *D. Midoria*

Key: **DM** = D. Midoria **E** = Echopilr

1. DM: What time do you go to bed? Go, get up? (self-correction)
2. E: HI'm get up hat.... seven o'clock.
3. DM: What time do you go to school?
4. E: I'm go to school at...half past eight.
5. DM: What time do you go to the canteen?
6. E: I'm go to the canteen hat quarter past one.
7. DM: What time do you go, go home?
8. E: I'm go home hat half past si...five.

9. DM: What time do you go to the bed?
10. E: I'm go to the bed at...ah...(thinking), half past nine.

## Recording 6

Pair work activity: Students – *Echopilr* and *D. Midoria*

Key: **DM** = D. Midoria **E** = Echopilr

1. E: What time do you get up?
2. DM: I get up et, at...six o'clock. (self-correction)
3. E: What time do you go to school?
4. DM: I go to school at nine o'clock.
5. E: What time do you go to the canteen?
6. DM: HI go to the canteen at.....half.....half past one.
7. E: What time do you go home?
8. DM: HI go home.... At...s...six o'clock.
9. E: What time do you go to bed?
10. DM: HI...go to bed at...ten o'clock.

In both recordings 5 and 6, there was no use of L1, and even self-correction was in English. This seems to reflect a growing tendency for using only L2 which might result from task familiarity (Cameron, 2001). Given the results presented in this section, it can be concluded that the frequent inclusion of oral pair work in the English lessons can facilitate peer interaction. Thus, planning student-centred lessons fostering peer interaction promotes collaborative work and gives students more opportunities for engaging in meaningful practices consequently developing linguistic and social skills. According to Allwright (1984), peer interaction creates opportunities for students to help and learn from one another. Moreover, peer interaction in which learners share personal information through oral communication helps students to engage collaboratively in the co-construction of meaning.

### II.3.4 Teacher reflection notes and reflection journals

After my lessons, I used to take notes mentioning my observations and experiences, and possible ways to solve problems. In the beginning, all my reflections mentioned the extensive use of L1, and the difficulty all students in general showed in understanding any kind of teacher talk. On 17<sup>th</sup> October there is an entry in my notes mentioning my concern about the students' lack of understanding my instructions: "They only understand one-word instruction, like "look", "listen", "stop". I must try some attention getters for better interaction with the class and display visual aids with classroom talk". I also noticed that most students got easily distracted and were not willing to participate. On 22<sup>nd</sup> October I wrote in my reflection notes "I must reinforce repetition and try to make it more student-centred. Next lesson call students

(instead of me) to come to the board and work with the flashcards for demonstration.” However, in mid-November and December, as students got more used to my lessons and the use of all the visual aids, they slowly started to participate more and try to use more chunks of language, as I wrote in my notes on the 13<sup>th</sup> November, “students are responding well to the attention getters, and there is more interaction using L2. Visual aids have been an effective support”. In one of my reflection journals I wrote “I’ve already tried some call-and-response attention getters and it really is very helpful” (Appendix O).

Furthermore, some entries in my journals confirm that there was an increase in participation in classes during mid-November and all December lessons (as shown in Table 1, p.18). The most significant case is one of a girl, who refused to speak. She would not speak, write, or even look at me. Her parents had recently moved and consequently, she had to leave the other school, which apparently, she liked very much. I never expected her to participate, but in every lesson, I tried to include her in all class interactions even if she would not answer. One day I decided that she would do the pair work demonstration with me, and surprisingly she finally spoke. On the 3<sup>rd</sup> of December I wrote in my learning journal “Manguinha, (her code name) finally spoke, with my help. She even came to me at the end of the lesson, asked for a hug and said “Good-bye, teacher”. This reaction, I believe is related to both my research questions, showing evidence that oral pair work fosters children participation and equally that preparing activities in a student-centred approach can promote interaction.

## **II.4 Discussion**

Aiming to answer my two research questions:

- How does peer interaction foster learners’ participation in the classroom?
- How can teachers plan lessons and prepare activities in order to promote oral interaction through a student-centred approach?

The purpose of this study was to understand how oral pair work fosters children’s participation in the classroom, and at the same time, how teachers can plan lessons and tasks in order to promote oral interaction through a student-centred approach.

### **II.4.1 Pair work activities**

The use of pair work activities to promote the use of English and thus participation in the English classes proved to be a valuable strategy. Encouraging students to engage in speaking tasks involves giving them the tools and preparing them with the necessary demonstrations, which include introducing new language and recycling specific language items, (Burns, 2019). The results from this study show an increasing willingness in

participation and growing confidence in the spoken speech. One of the important findings was the fact that pair work activities promote collaboration and mutual help among peers. In most pair work interactions, students corrected and helped each other, the first times in L1, and later in L2, showing the benefits of oral interaction. The recordings, in particular recordings 1 and 2 show that avoiding L1 does not necessarily mean that there is an appropriate use of English. The use of appropriate vocabulary and discourse strategies could have had better results in a longer period of time, however, this study showed that even in such a short period it is possible to reduce teacher talk, give students a voice, and promote students' speaking interactions.

#### **II.4.2 Planning lessons in a student-centred approach**

This was the biggest challenge of my research. Planning including student choice, activity of students and student empowerment was a difficult barrier to overcome. As a result of focusing on a student-centred approach to teaching, all my lesson plans included a moment at the closing routine in which my students could express what they liked most or what they found easy or difficult. Inviting students to give suggestions for the focus in the next lesson was indeed the most challenging moment during the closing routines. Their ideas and opinions were always on my mind when planning the next lessons. However, giving students more autonomy at such early ages can promote behavioural issues and noisy classrooms. Although this can be challenging I have learned that the key to an effective student-centred approach in a primary classroom is the balance between negotiating goals, planning centred on the students and their lives, (Richards & Bohlke, 2011), management and timing.

However, time was a limitation in gathering enough data to be able to come to more conclusive results. Nevertheless, this research has helped me to connect theory to practice and most importantly to make me reflect on my own practice, (Mertler, 2012), while my students developed more autonomy trying out new speaking practice opportunities (Adams, 2018). Developing action research during the first term of the academic year was a short period to implement more cycles of action. A longer period of intervention would have allowed me to develop my study, namely concerning the learning process of weaker students, as well as the autonomy of the whole class while learning in a student-centred approach. Nevertheless, I believe my students benefited from working collaboratively and developing their speaking skills while playing an active role in the classroom.

#### **II.4.3 Conclusion**

Reflecting on the process I undertook and on the knowledge I gained with my action research, I have come to the conclusion that selecting problematic issues in my teaching

practice and taking an action research approach has helped me to improve my classroom practice. During this entire process of conducting my action research, I have sometimes felt confronted with my own teaching practices, which I had never felt before, especially my time of teacher talk in the classroom. Reflecting critically has shown me that some of my teaching practices were not coherent to my teaching beliefs. In other words, I have always argued that my students played an active role in their learning process, but in my traditional teacher-centred approach to teaching they were simple passive imitators. Similarly, conducting my action research study, and during my master's degree, I realised that it is not a matter of what I teach, but most importantly how I teach, so that I can truly assist my students in developing the skills and knowledge necessary to successfully engage in learning opportunities, (Murdoch & Wilson, 2008). Going through this journey has been an intense, difficult but rewarding experience, and I truly hope that my findings can encourage other teachers to investigate and question their teaching approaches and strategies, aiming to improve their classroom situation.

#### **II.4.4 Contribution of the action research for my development as a teacher and future intentions**

This study helped me to realize how valuable students' contributions can be when they are given the opportunity to cooperate, share and learn from each other. Teaching English in a student-centred approach means considering the students' needs, both as individuals or as a group and motivating them to participate in their own learning process together with the teacher (Jones, 2007). By doing this research I realized that a student-centred approach is a fundamental principle to increasing students' engagement and it underpins many benefits to motivating language learners. Most importantly, there has been a change in my mindset. Learning from trying, continuously improving, adapting and revising the lesson plans to tailor my teaching performance allowed me to develop to be a better and more flexible teacher. This experience has set a timeline in my life. The time before my MA is a past era. From now on I can look at my teaching from a different perspective. Now I know that thanks to many researchers I can support my teaching with valuable findings.

Much has been shown by researchers about oral interaction, but as each classroom has its own settings and each student is unique, oral pair work can be adapted to any unit of work and level of difficulty, be it in state or private schools. As a professional, it is my duty to make the best use of all the skills I have acquired to keep deepening my knowledge and sharing experiences with my colleagues. In the future I intend to put everything I have learned into practice, so that my English lessons can become much more student-centred, engaging and with well-established and meaningful speaking activities.

“See yourself as a guide on the side, not a sage on the stage” (Brown, 2008, p.34) is a good starting point to continue this process referred to by many researchers as a journey. In this journey where teaching and learning walk hand in hand, I believe that I will be able to leave important footprints on my students’ paths, and good memories of their primary years, because after all “at the heart of the educational process lies the child” (Plowden, 1967, p. 7). I hope that my English lessons will be remembered as opportunities to learn English in a meaningful and useful way.

## Reference list:

- Abreu, C. R., & Esteves, V. R. (2016). *Let's rock! 4*. Porto Editora.
- Adams, R. (2018). *Enhancing student interaction in the language classroom: Part of the Cambridge papers in ELT series*. Cambridge University Press.  
[https://www.cambridge.org/us/files/4815/7488/4742/CambridgePapersInELT\\_EnhancingInteraction\\_2018\\_ONLINE.pdf](https://www.cambridge.org/us/files/4815/7488/4742/CambridgePapersInELT_EnhancingInteraction_2018_ONLINE.pdf)
- Agrahari, R. (2016). The nature of educational reform and change: From teacher-centred to student-centred learning. *Educational Quest: An Int. J. of Education and Applied Social Sciences*, 7(2), 133–139. <https://doi.org/10.5958/2230-7311.2016.00030.1>
- Allwright, R. (1984). The importance of interaction in classroom language learning. *Applied Linguistics*, 5(2), 156–171.  
[https://www.academia.edu/37835944/The\\_Importance\\_of\\_Interaction\\_in\\_Classroom\\_Language\\_Learning](https://www.academia.edu/37835944/The_Importance_of_Interaction_in_Classroom_Language_Learning)
- Becker, C., & Roos, J. (2016). An approach to creative speaking activities in the young learners' classroom. *Education Inquiry*, 7(1), 9–26.  
<https://doi.org/10.3402/edui.v7.27613>
- Brewster, J., Ellis, G., & Girard, D. (2002). *The primary English teacher's guide* (2nd edition). Penguin Longman.
- Brindley, G. (1987). Factors affecting task difficulty. In D. Nunan (Ed.), *Guidelines for the Development of Curriculum Resources* (pp. 45–56). National Curriculum Resource Centre.
- Brown, J. K. (2008). Student-centred instruction: Involving students in their own education. *Music Educators Journal*, 94(5), 30–35. <https://www.jstor.org/stable/20685476>
- Burns, A. (2010). *Doing action research in English language teaching: A guide for practitioners*. Routledge.
- Burns, A. (2019). Concepts for teaching speaking in the English language classroom. *LEARN Journal: Language Education and Acquisition Research Network Journal*, 12(1), 1–11. <https://files.eric.ed.gov/fulltext/EJ1225673.pdf>

- Calvo, A. S. (2007). A learner-centred approach to the teaching of English as an L2. *Revista de Filologia Inglesa*, 28(8), 189–196. <https://www.semanticscholar.org/paper/A-Learner-Centred-Approach-to-the-Teaching-of-as-an-Calvo/5b0ccc1810479861756b2a8ceb1f68b64e6918df>
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge University Press.
- Chang, G., & Wells, G. (1988). The literate potential of collaborative talk. In T. MacLure, T. Philips, & A. Wilkson (Eds.), *Oracy matters* (pp. 95–109). Open University Press.
- Chomsky, N. (1959). Reviewed Work: Verbal behavior by B. F. Skinner. *Language*, 35(1), 26–58. <https://doi.org/10.2307/411334>
- Conzemius, A., & O'Neill, J. (2009). *The power of SMART goals*. Amsterdam University Press.
- Cravo, A., Bravo, C., & Duarte, E. (2014). *Metas curriculares de inglês: Ensino básico, 1º ciclo*. Ministério da Educação e Ciência.
- Curtain, H., & Dahlberg, A. C. A. (2008). *Languages and children: Making the match, new languages for young learners, grades K-8* (4th ed.). Pearson.
- Davis, B. (1993). *Tools for Teaching*. Jossey-Bass.
- Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press.
- Dörnyei, Z. (2003). *Questionnaires in second language research: Construction, administration, and processing*. Lawrence Erlbaum Associates.
- Economic and Social Research Council. (2015). *The ESRC framework for research ethics*. <https://Esrc.Ukri.Org/>. <https://esrc.ukri.org/files/funding/guidance-for-applicants/esrc-framework-for-research-ethics-2015/>
- Ellis, R. (2009). Task-based language teaching: Sorting out the misunderstandings. *International Journal of Applied Linguistics*, 19(3), 221–246. <https://doi.org/10.1111/j.1473-4192.2009.00231.x>



- Fosnot, C., & Perry, R. (2005). Constructivism: A psychological theory of learning. In C. Fosnot (Ed.), *Constructivism: Theory, perspectives, and practice* (2nd ed., pp. 8–38). Teachers college.
- Garret, T. (2008). Student-centred and teacher-centred classroom management: A case study of three elementary teachers. *Journal of Classroom Interaction*, 43(1), 34–47.  
<https://files.eric.ed.gov/fulltext/EJ829018.pdf>
- Graves, K. (2003). Coursebooks. In D. Nunan (Ed.), *Practical English language teaching* (pp. 225–246). McGraw-Hill.
- Griffiee, D. T. (2012). *An introduction to second language research methods: Design and data*. TESL-EJ Publications.
- Guariento, W., & Morley, J. (2001). Text and task authenticity in EFL classroom. *ELT Journal*, 55(4), 347–353. <https://doi.org/10.1093/elt/55.4.347>
- Halliwell, S. (1992). *Teaching English in the primary classroom*. Longman Group.
- Hill, D. (2004). *Pairwork and groupwork*. <https://www.semanticscholar.org/>.  
<https://www.semanticscholar.org/paper/Pairwork-and-groupwork-Hill/b5edd257ba32c7df002936288296d81515d23a2d#citing-papers>
- Hyde, M. (1993). Pair work—A blessing or a curse?: An analysis of pair work from pedagogical, cultural, social and psychological perspectives. *System*, 21(3), 343–348.  
[https://doi.org/10.1016/0346-251x\(93\)90024-b](https://doi.org/10.1016/0346-251x(93)90024-b)
- Inan, Ç. (2015). Creating a learner-centred classroom environment. In K. Dikilitas, R. Smith, & W. Trotman (Eds.), *Teachers-researchers in action* (pp. 315–332). IATEFL.
- Jones, L. (2007). *The student-centred classroom*. Cambridge University Press.
- Kemmis, S. (2007, October). Action research as a practice-changing practice. In University of Valladolid (Ed.), *Opening Address for the Spanish Collaborative Action Research Network (CARN) Conference*.  
[https://www.infor.uva.es/~amartine/MASUP/Kemmis\\_2007.pdf](https://www.infor.uva.es/~amartine/MASUP/Kemmis_2007.pdf).

- Kirkgoz, Y. (2018). Fostering young learners' listening and speaking skills. In S. Garton & F. Copland (Eds.), *The Routledge handbook of teaching English to young learners* (pp. 171–187). Routledge.
- Lundy, L. (2007). 'Voice' is not enough: Conceptualising article 12 of the United Nations convention on the rights of the child. *British Educational Research Journal*, 33(6), 927–942. <https://doi.org/10.1080/01411920701657033>
- Mertler, A. C. (2012). *Action research: Improving schools and empowering educators* (3rd ed.). SAGE Publications. [http://www.sagepub.in/upm-data/38973\\_1.pdf](http://www.sagepub.in/upm-data/38973_1.pdf)
- Murdoch, K., & Wilson, J. (2008). *Creating a learner-centred primary classroom: Learner-centred strategic teaching*. Routledge.
- Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL listening and speaking*. Routledge.
- Nóbrega, D. G. (2008). Oral interaction and its implication in the learning and teaching process in EFL. *Revista Letra Magna*, 8, 1–7. <http://www.letramagna.com/oralinteraction.pdf>
- Nunan, D. (1988). *The learner-centred curriculum*. Cambridge University Press.
- Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge University Press.
- Oliver, R., & Philp, J. (2014). *Focus on oral interaction*. Oxford University Press.
- Pica, T., Kang, H., & Sauro, S. (2006). Information gap tasks: Their multiple roles and constructions to interaction research. *Studies in Second Language Acquisition*, 28(2), 301–338. <https://doi.org/10.1017/S027226310606013X>
- Pinter, A. (2007). Some benefits of peer-peer interaction: 10-year-old children practising with a communication task. *Language Teaching Research*, 11(2), 189–207. <https://doi.org/10.1177/1362168807074604>
- Plowden, B. (1967). *Children and their primary schools*. Central Advisory Council for Education (England): HMSO. <http://www.educationengland.org.uk/documents/plowden/plowden1967-1.html>
- Read, C. (2007). *500 Activities for the primary classroom*. Macmillan Publishers.

- Richards, J. C., & Bohlke, D. (2011). *Creating effective language lessons*. Cambridge University Press.
- Richards, J. C., & Lockhart, C. (1996). *Reflective teaching in second language classrooms*. Cambridge University Press.
- Sabah, S. (2018). Differences between task, exercise, and drill in L2 education: A systems-thinking perspective. *Advances in Language and Literacy Studies*, 9(6), 9–13.  
<https://files.eric.ed.gov/fulltext/EJ1204695.pdf>
- Sakarkaya, V. (2015). Pair and group work activities: Keep them or leave them? In K. Dikilitas, R. Smith, & W. Trotman (Eds.), *Teacher-researchers in action* (pp. 163–174). IAFTEL.
- Sougari, A. (2011). Student teachers' decision-making skills in relation to lesson planning: the impact of a practicum. *Selected Papers on Theoretical and Applied Linguistics*, 19, 403–412. <https://doi.org/10.26262/istal.v19i0.5518>
- Thorner, N. (2017). *Motivational teaching*. Oxford University Press.
- United Nations General Assembly. (1989). *Convention on the rights of the child*.  
<https://www.unicef.org/>. <https://f.org/sowc2012/pdfs/SOWC-2012-The-Convention-on-the-Rights-of-the-Child.pdf>
- Villacís, W. G., & Camacho, C. S. (2017). Learner-centred instruction: An approach to develop the speaking skill in English. *Revista Publicando*, 4(12), 379–389.  
<https://pdfs.semanticscholar.org/ea4c/bbb7a3e0f52b405f1e0559cef5f73161eef2.pdf>
- Watanabe, A. (2016). Engaging in an interactional routine in EFL classroom: The development of L2 interactional competence over time. *Novitas-Royal (Research on Youth and Language)*, 10(1), 48–70.  
<https://www.semanticscholar.org/paper/Engaging-in-an-Interactional-Routine-in-EFL-The-of-Watanabe/647d2733e3f8f37a5a713629b26199bfc4be7043>
- Wertsch, J. V., & Toma, C. (1995). Discourse and learning in the classroom: A socio-cultural approach. In L. Steffe (Ed.), *Constructivism in education* (pp. 159–174). Erlbaum.

Willis, J. (1998). Task-based learning: What kind of adventure? *The Language Teacher*, 7(22), 1–5. <https://jalt-publications.org/tlt/articles/2333-task-based-learning-what-kind-adventure>

Willis, J. (2006, April). *Adapting your text book for task-based teaching* [‘Paper Presentation’]. IATEFL Conference, Harrogate, UK. [http://willis-elt.co.uk/wp-content/uploads/2015/03/IATEFL\\_JW.pdf](http://willis-elt.co.uk/wp-content/uploads/2015/03/IATEFL_JW.pdf)

## Appendix A – Letter of consent to parents

### Pedido de autorização aos Encarregados de Educação

Caros pais e encarregados de educação,

O meu nome é Maria Leonor Vieira Fernandes Dias e é com muito gosto que irei estar com o seu educando, no meu estágio nas aulas de Inglês, durante o 1º período deste ano letivo.

Sou aluna da Faculdade de Ciências Sociais e Humanas na Universidade Nova de Lisboa, e estou presentemente a fazer o Mestrado em Ensino de Inglês no 1º Ciclo do Ensino Básico. O meu mestrado inclui um pequeno projeto de investigação que deverá ser levado a cabo durante o meu estágio, e que posteriormente constará no meu relatório final. O meu projeto de investigação tem como título:

“Speaking tasks in the Primary English Classroom” (Falar Inglês na sala de aula). Com este estudo pretendo averiguar quais os comportamentos e atitudes dos professores, que mais contribuem para motivar os alunos e incentivá-los a gostar e a querer falar inglês.

Venho por este meio, solicitar a vossa autorização para poder incluir o vosso educando neste projeto que, decorrerá durante o meu estágio, no primeiro período deste ano letivo. Depois de pedir autorização ao seu educando para o incluir no meu estudo, a recolha de dados será feita através de questionários simples em que pedirei aos alunos algumas opiniões sobre questões relacionadas com as aulas de Inglês. Os dados obtidos serão referidos no meu relatório final de mestrado. A participação dos alunos é voluntária e anónima, e a qualquer momento os alunos podem decidir não participar. Em nenhuma circunstância serão tiradas fotografias às crianças ou à escola. Caso tenha alguma questão a colocar ou necessite de mais esclarecimentos, agradeço que me contactem pessoalmente através da professora titular da turma.

Agradeço a vossa autorização para a participação do vosso educando no meu estudo, e peço que entreguem a autorização assinada.

Grata pela atenção e disponibilidade,

Leonor Dias

Professora Doutora Carolyn E. Leslie  
Orientadora de Estágio  
FCSH, Universidade Nova de Lisboa

12 de setembro 2019

----- ✂ -----  
Eu, \_\_\_\_\_, Encarregado de Educação do aluno/  
aluna \_\_\_\_\_, declaro que fui informado dos  
objetivos do projeto intitulado “Speaking Tasks in the Primary English Classroom”, e autorizo o meu  
educando a participar no referido projeto.

Data: \_\_\_\_\_

Assinatura do Encarregado de Educação:

\_\_\_\_\_

## Appendix B – Letter of consent to school director

### Pedido de autorização ao Diretor da Escola

Exmo. Sr. Diretor, do Agrupamento de Escolas de

O meu nome é Maria Leonor Vieira Fernandes Dias e foi com grande satisfação que soube da possibilidade de estagiar na sua escola durante o 1º período deste ano letivo.

Sou aluna da Faculdade de Ciências Sociais e Humanas na Universidade Nova de Lisboa, e estou presentemente a fazer o Mestrado em Ensino de Inglês no 1º Ciclo do Ensino Básico. O meu mestrado inclui um pequeno projeto de investigação que deverá ser levado a cabo durante o meu estágio, e que posteriormente constará no meu relatório final. O meu projeto de investigação tem como título:

“Speaking tasks in the Primary English Classroom” (Falar Inglês na sala de aula). Com este estudo pretendo averiguar quais os comportamentos e atitudes dos professores, que mais contribuem para motivar os alunos e incentivá-los a gostar e querer falar Inglês.

Venho por este meio, solicitar a sua autorização para poder aplicar o meu projeto de investigação na sua escola, durante o meu estágio que decorrerá durante o primeiro período deste ano letivo. Depois de pedir autorização aos encarregados de educação e aos educandos, será feita uma recolha de dados através de questionários em que os alunos poderão dar as suas opiniões sobre alguns aspetos que considero pertinentes para as aulas de Inglês. A participação dos alunos é voluntária e anónima, e em qualquer momento os alunos podem decidir não participar. Os dados recolhidos durante o projeto serão referidos no meu relatório final de mestrado. Em nenhuma circunstância serão tiradas fotografias às crianças ou à escola.

Grata pela atenção e disponibilidade,

Leonor Dias

Professora Doutora Carolyn E. Leslie

Orientadora de Estágio

FCSH, Universidade Nova de Lisboa

12 de setembro 2019



Eu, \_\_\_\_\_

declaro que fui informado dos objetivos do projeto “Speaking tasks in the Primary English Classroom”, e que autorizo a aluna de mestrado Maria Leonor Vieira Fernandes Dias a desenvolver o seu projeto durante o seu estágio, que será feito na minha escola.

Data: \_\_\_\_\_



Assinatura do Diretor da Escola:










\_\_\_\_\_





## Appendix C – Letter of consent to children

### EU e o estudo da professora Leonor



 Escreve SIM ou NÃO  
 Write YES or NO

 A Leonor explicou que está a fazer um estudo para nos ajudar a gostar de aprender.	
 A Leonor explicou que o que eu sinto é muito importante, por isso precisa da minha opinião sobre as aulas de inglês.	
 A Leonor disse que durante as aulas do 1º período, vai dar-nos questionários para saber a nossa opinião sobre a nossa vontade de aprender.	
 A Leonor contou-nos que as nossas respostas vão estar no estudo que ela está a fazer e que vai partilhar com outros colegas que também estão a estudar.	
 A Leonor explicou que ninguém vai saber os nossos nomes verdadeiros.	
 A Leonor disse que só participo se quiser.	
 A Leonor explicou que posso deixar de participar quando quiser.	
 A Leonor explicou que os nossos pais também foram informados.	
 A Leonor disse que sempre que tiver dúvidas posso perguntar-lhe.	

Rodeia a tua escolha		
	Eu aceito participar no estudo da Leonor.	
	Eu não aceito participar no estudo da Leonor.	

O meu nome verdadeiro é: \_\_\_\_\_

Mas como nunca ninguém vai saber os nossos nomes, se eu aceitar fazer parte do estudo da professora Leonor, tenho que escolher um nome a fingir. Posso escolher o nome de um animal, uma cor ou até mesmo de uma flor.

O meu nome a fingir vai ser: \_\_\_\_\_

Data: \_\_\_\_\_ A minha assinatura: \_\_\_\_\_

## Appendix D - Questionnaire

### Feelings Questionnaire

Rodeia na coluna que escolheres

Eu gosto de Inglês	sim	não	mais ou menos
Eu gosto de falar Inglês	sim	não	mais ou menos
Aprender Inglês é importante	sim	não	mais ou menos
Falar Inglês é difícil	sim	não	mais ou menos
Eu gosto de fazer jogos nas aulas de Inglês	sim	não	mais ou menos
Tenho vergonha de me enganar a Responder	sim	não	mais ou menos
Tenho medo de tirar dúvidas nas aulas	sim	não	mais ou menos
Percebo o que a professora diz	sim	não	mais ou menos

Nas aulas de Inglês gosto de: (marca com X as atividades que gostas mais)

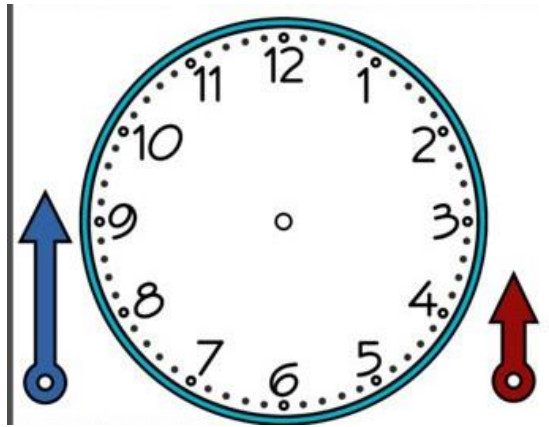
Ouvir	Fazer atividades individuais
Falar	Fazer atividades em pares
Ler	Fazer atividades em grupos
Escrever	Fazer atividades com a turma toda

O meu nome é



## Appendix E

### Cut-out clock for pair work activity



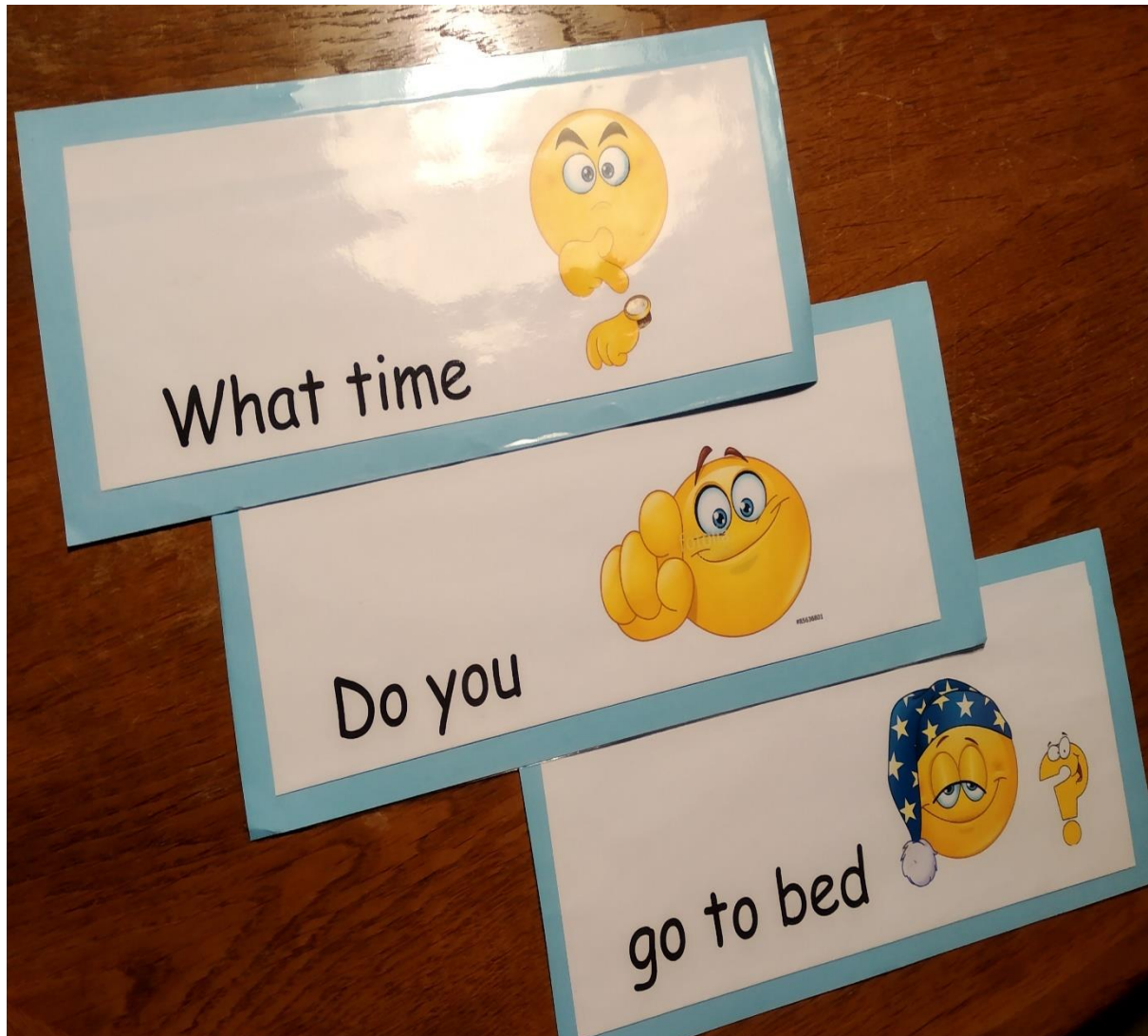
## Appendix F

### Time word-cards



## Appendix G

### Pair work activity “What time do you...?”



## Appendix H

### Lesson plan 3



### Lesson plan 3

<b>Trainee:</b> Leonor Dias	<b>Cooperating teacher:</b> Vera Batista
<b>Class:</b> 4	<b>Class size:</b> 27
<b>Date:</b> 22/10/2019	<b>Level:</b> year 4

#### Class profile (a brief description of the class)

There are 27 pupils in this class, 17 boys and 10 girls. There are 23 from Portugal, 3 from Brazil and 1 from Guinea-Bissau, but they all have Portuguese as their L1.

There are no students diagnosed as children with SEN.

Most of the students are participative, very active and easily distracted.

Finally, and maybe because this class has English in the afternoon, they tend to forget some classroom rules, which in time I hope we will manage.

#### Aims for the lesson (language/ skills/other aims)

##### Main aims

By the end of the lesson Ss should be able to:

- Ask and answer about birthday dates
- Say, and read ordinal numbers from 1<sup>st</sup> to 31<sup>st</sup> by playing a game - "*Numbers bag*".

##### Secondary aims

- Use classroom language revised in the previous lessons.

**Timetable fit (why you are teaching this content at this point in the course)**

**This is the introduction unit and Ss are still revising some vocabulary from last year, which I'm beginning to realise needs serious consolidation. In this**

**lesson Ss will practice ordinal numbers asking and answering about birthday dates using the preposition *in*, and by playing a game.**

**In the next lesson they will listen and read a story about important dates and the days of the week, and they will learn the preposition of time *on*.**

**Anticipated problems and possible solutions (language/behaviour/other things that might affect your lesson)**

**I think the use of L1 is still something they keep trying, but with the help of classroom language cards all around the classroom they will gradually reduce the use of L1 and start speaking more in English.**

**The pronunciation of ordinal numbers can be a problem for most of the Ss. I usually tell my Ss to use a "trick" and speak like a snake with their tongues against their teeth, so that they can pronounce the sound /th/.**

**Language content: Vocabulary**

**(state clearly in this and the following section structures/grammar if this is new language being introduced or if the language is being revised)**

- **Revision: cardinal numbers from 30-100**
- **Revision: ordinal numbers from 1<sup>st</sup> – 31<sup>st</sup>**

***Units and tens***

<p><b>Language content: Structures/Grammar</b></p> <ul style="list-style-type: none"> <li>• Revision: ordinal numbers abbreviation: <i>st, nd, rd, th</i></li> <li>• Introduction: prepositions of time <i>in</i>.</li> </ul>
<p><b>Intercultural moment</b></p> <p>N/A</p>
<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Course book “Rocky 4”, p.11 ex.4 and 5</li> <li>• Numbers and months flashcards</li> <li>• Classroom language posters and cards</li> <li>• A game, “Numbers bag “(a bag + 31 small cards with ordinal numbers)</li> <li>• Fast finishers worksheet</li> </ul>
<p><b>Extra activities (for early finishers)</b></p> <ul style="list-style-type: none"> <li>• Worksheet 2: “Ordinal numbers code”</li> </ul>
<p><b>Homework</b></p> <p>N/A</p>
<p><b>Assessment (self/peer assessment or teacher assessment)</b></p> <p>At the end of the lesson there will be a reflection time for Ss to share what they learned and what they liked the most. During this time Ss will be asked to reflect on their behaviour, activities, and skills. Ss raise their hands to speak and answer in L1.</p>

### Other relevant information

In collaboration with the classroom teacher Ss are learning about different jobs and during some weeks they will bring their dictionaries, look for the English word and write it on a board. This is an extra activity Ss do during their free time. This lesson I will bring some picture dictionaries they can use during the week.

### Areas I would like my cooperating teacher to focus on while observing

- Time and classroom management.

Stage and time	Aim	Procedure	Interaction
<b>Stage 1</b> (app. 10 min.)  Opening routine	To welcome learners and establish a warm, learning-friendly atmosphere	T and Ss sing the <i>Hello Song</i> .  T explains the aims of the lesson by saying, " <i>Today we are going to review cardinal and ordinal numbers and we are going to play a game.</i> "	T -Ss Ss – T  T – Ss
<b>Stage 1 (cont.)</b>		T asks the whole class, " <i>What's the lesson number? / and the day of the week? /and the day of the month? / what month? / what year?</i> "	T – Ss  T -Ss

		<p><i>/ what's the weather like today?</i></p> <p>Ss respond orally</p> <p>After that T asks one S to come to the board and write lesson number, day of the week, date, and weather.</p> <p>T checks and Ss copy, writing on their notebooks.</p>	<p>Whole class</p> <p>T – S</p> <p>T -Ss</p>
<p><b>Stage 2</b> (app. 10 min.)</p>	To correct homework.	<p>T tells students they are going to correct homework and asks them to open their WBs on p.2.</p> <p>T displays page on board and asks each student for an answer.</p>	<p>T – Ss</p> <p>Ss</p>
<p><b>Stage 3</b> (app. 10 min.)</p>	To provide listening and speaking practice of dates and ordinal numbers	<p>Ss open their books on p.11, listen and repeat.</p> <p>T tells Ss, "my birthday is in October. October is the 10<sup>th</sup> month of the year"</p>	<p>T – Ss</p> <p>T – Ss</p>

		<p>T sticks the month flashcard and the correspondent flashcard on the board.</p> <p>T asks a S to come to the board and asks, “when is your birthday?”</p> <p>S answers and chooses the month and ordinal number flashcard.</p> <p>T asks another Ss to come to the board until all the 12 months are on the board.</p>	T
--	--	--	---

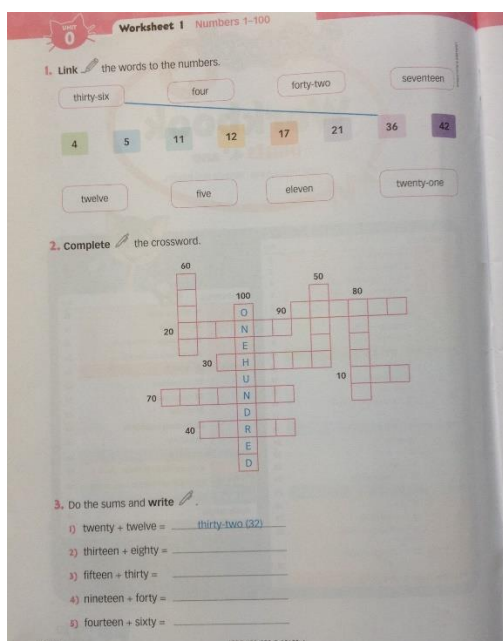
<b>Stage 4</b> (app. 5 min.)	To provide speaking practice of ordinal numbers.	<p>T removes the month flashcards and asks students, “January is the...first or second month of the year?”</p> <p>Ss answer until all the 12 months are again on the board.</p>	T – Ss
<b>Stage 5</b> (app. 20 min.)	To provide speaking interaction by playing a game, “Numbers bag”	T puts cards with ordinal numbers from 1 <sup>st</sup> to 31 <sup>st</sup> inside a bag and tells students to pass the bag to each other while they hear a song. Each time the song stops, the student who has the	<p>T – Ss</p> <p>The whole class</p>



		bag takes out a card and says the number.	
<b>Stage 6</b> (app 5 min)  Closing routine	To choose a password for next lesson.  To reflect on the learning process.	T tells Ss to choose a password which will be asked at the beginning of next lesson.  Before ending the lesson, T asks Ss to reflect on what they have learned, what was easy, and what was difficult.	T – Ss        T - Ss

## Stage 2

### Homework – Wb, p.2

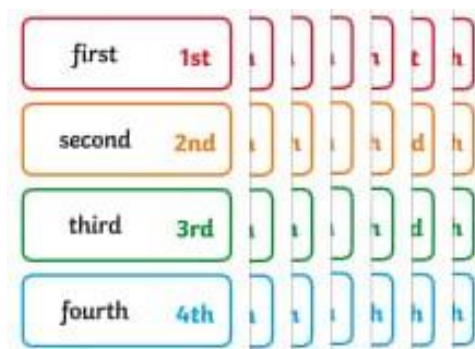


## Stage 3 and 4

Book p.11

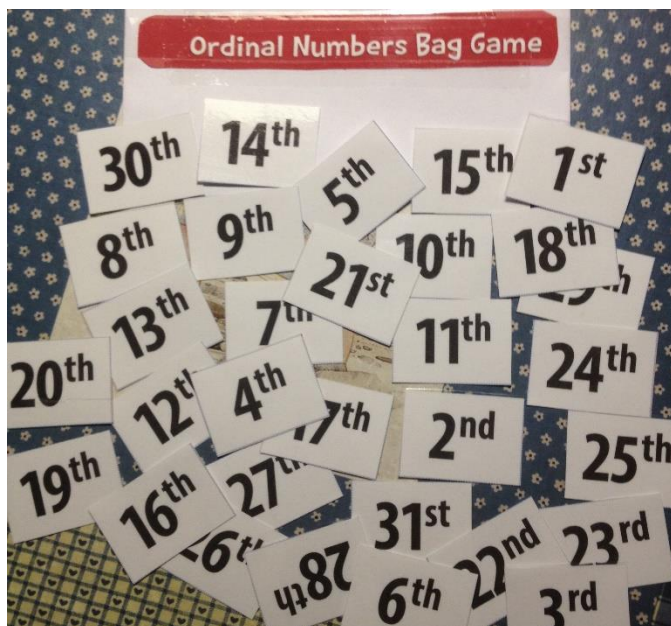


## Flashcards



## Stage 5

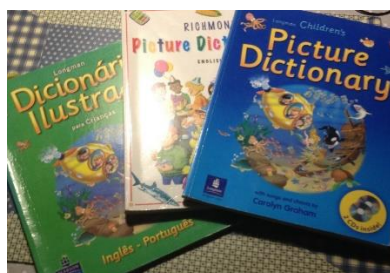
### Ordinal Numbers Bag Game



### Fast finishers worksheet



### Dictionaries for the free time activity



## Appendix I

### Reflection from lesson plan 3

#### Mestrado do Ensino de Inglês no 1º Ciclo do Ensino Básico

##### Reflection Guidelines

Use the following ideas, where appropriate, to help you reflect on your lesson.

##### Objectives

(Did you achieve your aims? Appropriate level of challenge? Did you follow your plan? Why? Why not? What did students learn and how do you know they learned it? Did it build on previous learning?)

My aims for this lesson were mainly to get my Ss to practice orally and consolidate the vocabulary from last lesson. I felt that they needed more speaking practice, so I asked my co-teacher if it was ok to make some changes in stage 4 and introduce a pair work with mini-cards, which I had prepared at home in case she agreed. Because of this change I didn't follow my plan. This small change turned into a big change in the whole lesson. This pair work activity was in stage 4 and there was no time for stage 5 (Numbers bag) which they did in the next lesson. As I mentioned in my last reflection this class has some behaviour issues and gets easily distracted, and above all, they aren't used to do pair work. They were so excited that they completely forgot about voice levels and classroom rules. The pair work demonstration took too long, but I think it was worth it because over time as they get used to it will be much quicker.

It was difficult to listen to all the pairs because there was too much noise, but at least they were speaking in English and were practising the ordinal numbers which was my main objective.

##### Activities and Materials

(Adequate range of materials and activities? Were all students engaged with materials and activities? Were there opportunities for learner and/or teacher assessment)

The main activity in this lesson was the pair work with the months and ordinal numbers mini-cards.

I gave each student an envelope with a set of mini-cards (the 12 months of the year and ordinal numbers from 1<sup>st</sup> to 12<sup>th</sup>), which I had previously prepared at home to save time. They looked very curious and were paying attention during the demonstration, but it was clear that this kind of interaction needs practice and that the whole class needs to get used to it.

##### Students

(Were students on task? Did they use English? How did the students respond to the lesson?)

In this lesson during the pair work activity they spoke in English and they tried to pronounce the ordinal numbers correctly, but they were too excited and there was too much noise in the classroom. They responded well and they all remembered the trick I told them about how to pronounce /th/.

##### Classroom management

(Timing? Clear instructions? Use of L1? Opportunities for all to participate? Variety of interaction patterns – individual, pairs, groups?)

They all had opportunities to participate. My last-minute change of plan had consequences because it took me too long to demonstrate and the students looked a bit too excited during the activity. I feel I need to be more clear when giving instructions, and always remind Ss about voice levels and rules. Gradually I'm reducing the use of L1 and using short and simple L2 instructions. In stage 3 it could have been more student centred. Instead of the teacher calling another student, it could have been a student calling another student. This is something I feel I need to be careful about. I tend to plan my lessons in a teacher centred manner.

### Overall

(What went well? Why? What didn't go well? Why? What difficulties did you encounter? What would you change next time? What surprised you? What did you learn?)

In my opinion, the good thing was the fact that Ss were trying to speak in English, but next time I must emphasize that rules are very important. Because of the pair work there was no time for stage 5 (the game) which we did in the next lesson and worked really well. Clear instructions and a first demonstration are the key to a successful activity, and I feel I need to be very careful when giving instructions and demonstrating a game for the first time. I must study my plan well and avoid keep looking at it during the lesson. I've noticed this week that when one or two students are asked to do an activity, the rest of the class can't simply watch and listen. They must have a task to keep them focused.

In stage 2, homework correction, I realized that most of them don't have the workbook and only a few did their homework. This means I have to rethink the homework tasks, maybe photocopies.

**Pair work activity:** Guess My Month

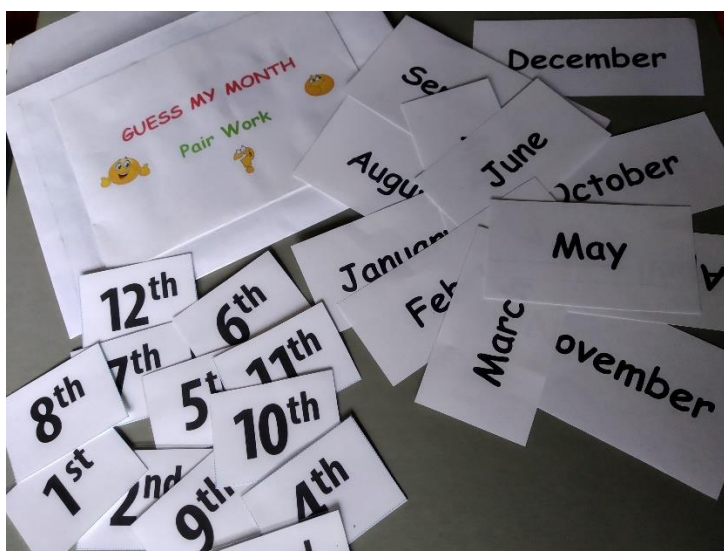
**Aims:** Ask and guess about the month of your birthday

**Language focus:** Months of the year, ordinal numbers

**Materials:** 1 envelope for each pair with 12 months of the year and ordinal numbers mini-cards

**Procedure:** Divide the class into pairs. Explain and demonstrate that each pair has to take turns in guessing the partner's birthday.

**Example :** Child1: My birthday is in the second month of the year (shows the ordinal number card). Child2: Your birthday is in February (shows the month card).



## Appendix J

### Lesson plan 8



#### Leonor lesson plan 8

<b>Trainee:</b> Leonor Dias	<b>Cooperating teacher:</b> Vera Batista
<b>Class:</b> 4	<b>Class size:</b> 27
<b>Date:</b> 26-11-2014	<b>Level:</b> year 4

#### Class profile (a brief description of the class)

There are 27 pupils in this class, 17 boys and 10 girls. There are 23 from Portugal, 3 from Brazil and 1 from Guinea-Bissau, but they all have Portuguese as their L1.

There are no students diagnosed as children with SEN.

Most of the students are participative, very active and easily distracted.

Finally, and maybe because this class has English in the afternoon, they tend to forget some classroom rules, which in time I hope we will manage. Last week the classroom teacher made a few changes. Tables are now in a different position and though some Ss have changed places, there are still some behaviour issues.

#### Aims for the lesson (language/ skills/other aims)

##### Main aims

By the end of the lesson Ss should be able to:

- Tell the time by asking and answering, “what time is it?” (o’clock; half past).
- Ask and answer about time in a pair work activity with a cut-out clock.
- Ask, read, and write about different times of the day by filling an interview grid.

#### Timetable fit (why you are teaching this content at this point in the course)

In the last lessons Ss learned vocabulary related to places around the school. This lesson Ss will learn to talk about time and to relate it to some school places. They will fill a grid with information and in the coming lessons Ss will make a class survey based on this information.

Though it's not in the "Metas" next lesson they will learn "a quarter past", and "a quarter to".

**Anticipated problems and possible solutions (language/behaviour/other things that might affect your lesson)**

Cutting out the clock can be too time consuming. If possible Ss should do this in advance.

Moving into pair work and demonstrating the activities must be carefully planned. This time I prepared a small poster with rules for pair and group work.

Ss might have some difficulties understanding "half past". If this is the case, I will try to explain telling them that 1 hour has 60 minutes and half an hour has 30 minutes. Also, the "half" pronunciation can be a problem - when Ss see the written form they might start pronouncing the "l", if this is the case, I will tell them that this "l" is a silent letter.

Sometimes when introducing the time Ss ask what is *am /pm*. I will give them some examples like "10 o'clock in the morning" – am  
"10 o'clock at night" – pm. (night/evening to make it clearer)

**Language content: Vocabulary**

(state clearly in this and the following section structures/grammar if this is new language being introduced or if the language is being revised)

- Introduction: o'clock; half past; clock; watch; get up; go to bed
- Revision: playground; canteen; classroom; English class; home;

**Language content: Structures/Grammar**

- **Introduction**: What time is it?  
What time do you.....? At....
- **Revision**: go to...; have

**Intercultural moment**

N/A



**Materials**

- Interactive board
- Poster
- Flashcards
- A cut-out clock for each student
- Interview grid (photocopies)

**Extra activities (for early finishers)**

- Workbook p. 8, ex 1 and 2 (some Ss haven't got the Wb – give photocopies)
- Worksheet 6 "what time is it?" (photocopies)

**Homework**

N/A

**Assessment (self/peer assessment or teacher assessment)**

At the end of the lesson there will be a reflection time for Ss to share what they learned and what they liked the most. During this time Ss will be asked to reflect on their behaviour, activities, and skills. Ss raise their hands to speak and answer in L1.

**Other relevant information**

N/A

**Areas I would like my supervisor to focus on while observing**

- setting up pair work activity



Stage and time	Aim	Procedure	Interaction
<b>Stage 1</b> 14:45 – 14:50 (app 5 min.)  Opening routine	<p>To welcome learners and establish a warm, learning-friendly atmosphere</p> <p>To explain the aims of the lesson</p>	<p>T and Ss sing the <i>Hello Song</i>.</p> <p>T asks the whole class,"What's the lesson number? / and the day of the week? /and the day of the month? / what month? / what year? / what's the weather like today? Ss respond orally</p> <p>After that T asks one S to come to the board and write lesson number, day of the week, date, and weather.</p> <p>T checks and Ss copy, writing on their notebooks.</p> <p>T says" today we are going to talk about time" and points to the watch.</p>	<p>T -Ss Ss – T</p> <p>T – Ss</p> <p>T – Ss</p> <p>T -Ss</p> <p>Whole class</p> <p>T – S</p> <p>T -Ss</p>
<b>Stage and time</b>	<b>Aim</b>	<b>Procedure</b>	<b>Interaction</b>

<b>Stage 2</b> 14:50 – 15:00 (app. 10 min.)	To introduce the new vocabulary by relating school places and time.	<p>T displays a clock (poster) on the board and says” oh... it’s 3 o’clock!”</p> <p>“what time is the English class?”  And displays Fc ( English class + 3 o’clock)  T says, “oh English class is at 3o’clock!”</p> <p>T displays canteen Fc and asks, “what’s this ?”  ...Ss respond (canteen...)  T“yes, it’s the canteen. What time do you go to the canteen? (points to her watch)  Fc – 1 o’clock  T says “you go to the canteen at 1 o’clock  Ss repeat  T demonstrates on the clock poster: “what time it?”  Ss respond  After practising “o’clock” several times, T asks “in the morning, what time do you go to the playground? “shows the 10:30 Fc and says “half past ten”  T continues giving more examples with “half past”  And Ss repeat.</p>	<p>T – Ss</p> <p>Ss repeat</p> <p>Ss repeat</p> <p>Ss repeat</p> <p>Ss repeat</p>
<b>Stage and time</b>	<b>Aim</b>	<b>Procedure</b>	<b>Interaction</b>



















<b>Stage 3</b> 15:00- 15:10 (app. 10 min.)	To provide speaking practice of the target vocabulary in a pair work activity: <u>modelling</u>	T says, "Now you pick up your clock, and copy: <b><i>What time is it?</i></b> <b><i>O'clock</i></b> <b><i>Half past</i></b> (30 secs. For writing) T demonstrates one first time with one Student. Teacher and student with one clock each. (T says, my turn) T says "what time is it? (T says, your turn) S "It's 2 o'clock" T sets the hands on her clock. All Ss repeat. Teacher and Student in a second time demonstrating <b>half past</b> . Ss repeat. Demonstrating a second time with 2 Ss: S1 "what time is it? S2 "it's 2 o'clock" S1 sets the clock S2 checks that this is correct	T – Ss  T – Ss  SS - SS
--	--	--	-------------------------------------

<b>Stage 4</b> 15:10 – 15:15 (app. 5 min.)	Pair work activity	T reminds Ss of the rules: Spy talk Speak in English Take turns	T – Ss
<b>Stage 5</b> 15:15 – 15:25 (app. 10 min.)	To provide reading and speaking practice of different activities	T writes on the board some school day routines with the	T – Ss

<b>Stage and time</b>	<b>Aim</b>	<b>Procedure</b>	<b>Interaction</b>
	at different times of the day.	help of Fc and the clock. T asks SS to repeat.	The whole class
<b>Stage 6</b> 15:25 – 15:32 (app 7 min)	To demonstrate the activity “What time do you ...?” by filling an interview grid	T demonstrates one first time with a student on the board. Ss repeat.  T gives out the interview grid and says: “pick up your glue and stick the grid in your notebooks”.	T – Ss  T – Ss
<b>Stage 7</b> 15:32 – 15:43 (app 11 min)	To provide speaking and writing interaction.	Ss ask their partners and fill the grid.  During this activity there is a grid on the board to help Ss better understand what to do and write.  If there is time, Ss will be asked to read their findings.	
<b>Stage 8</b> 15:43 – 15:45 (app 2 min.)  Closing routine	To reflect on the learning process.	Before ending the lesson, T asks Ss to reflect on what they have learned, what was easy, and what was difficult.	T - Ss

## Stage 5

### "A School day"

- I  get up at  7 o'clock
- I  go to school at  9 o'clock
- I  go to the playground at  10:30
- I  go to the canteen at  1 o'clock
- I  go back to the classroom at  2 o'clock
- I  have English at  2:30
- I  go home at  5 o'clock
- I  have dinner at  8 o'clock
- I  go to bed at  10 o'clock

(These sentences are to be written on the board with Fc and demonstrating on the clock)

## Stage 6

### Interview grid



### What time do you...

	<u>get up?</u> 	<u>go to school?</u> 	<u>go to the canteen?</u> 	<u>go home?</u> 	<u>go to bed?</u> 
Names					
Teacher					
<u>Student A</u>					
<u>Student B</u>					

<u>Student C</u>					
<u>You</u>					



What time does A get up ? At.....
What time does B go to bed ? At....
What time does C go home ?
What time do you go to bed ?

# RULES



Work in pairs

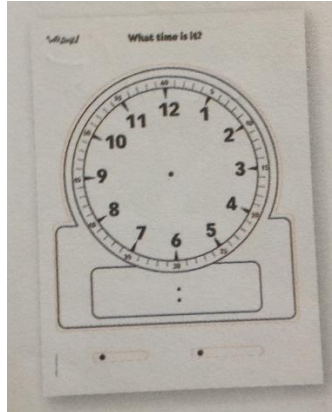


Spy talk

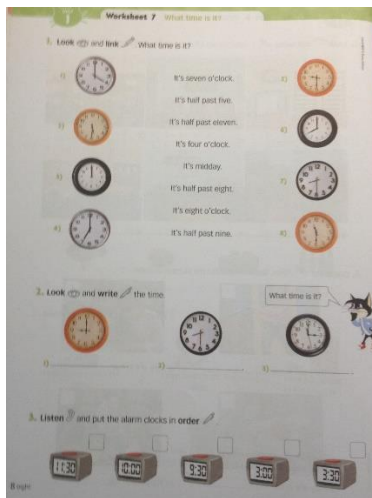
**SPEAK!** English

### Stage 3

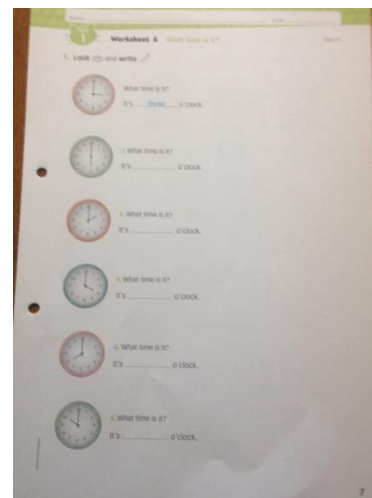
### Clock cut-out



### Fast finishers



workbook



worksheet



## Appendix K

### lesson plan 9



#### Leonor lesson plan 9

<b>Trainee:</b> Leonor Dias	<b>Cooperating teacher:</b> Vera Batista
<b>Class:</b> 4	<b>Class size:</b> 27
<b>Date:</b> 03-12-2019	<b>Level:</b> year 4

#### Class profile (a brief description of the class)

There are 27 pupils in this class, 17 boys and 10 girls. There are 23 from Portugal, 3 from Brazil and 1 from Guinea-Bissau, but they all have Portuguese as their L1.

There are no students diagnosed as children with SEN.

Most of the students are participative, very active and easily distracted.

Finally, and maybe because this class has English in the afternoon, they tend to forget some classroom rules, which in time I hope we will manage. Last week the classroom teacher made a few changes. Tables are now in a different position and though some Ss have changed places, there are still some behaviour issues.

#### Aims for the lesson (language/ skills/other aims)

##### Main aims

By the end of the lesson Ss should be able to:

- Tell the time by asking and answering, “what time is it?” (o’clock; half past; a quarter past; a quarter to).
- Ask and answer about time in a pair work activity.
- Cut and paste the matching times to practice “a quarter past, a quarter to, and half past”.

**Timetable fit (why you are teaching this content at this point in the course)**  
 In the last lessons Ss learned vocabulary related to places around the school and time. This lesson Ss will practice telling time (quarter past; quarter to) in a speaking activity. In the next lesson they will finish their interview grid and do a class survey.

**Anticipated problems and possible solutions (language/behaviour/other things that might affect your lesson)**  
 Rehearsals for the Christmas party will begin and from now on the English lessons will be shorter.  
 This lesson I will try to explain in more detail how to start the pair work. Ss need to remember they can use the visual aids displayed around the classroom. It might take a little of our time but in future lessons it will be easier as Ss get used to it.

**Language content: Vocabulary**  
 (state clearly in this and the following section structures/grammar if this is new language being introduced or if the language is being revised)

- Introduction a quarter to; a quarter past
- Revision: o'clock, half past, get up, go to bed, canteen, playground, classroom

**Language content: Structures/Grammar**

- Revision: What time is it?  
 What time do you...? At...

**Intercultural moment**

N/A

**Materials**

- Interactive board
- Poster
- flashcards

**Extra activities (for early finishers)**  
(rehearsals for the Christmas party)

**Homework**

N/A

**Assessment (self/peer assessment or teacher assessment)**

At the end of the lesson there will be a reflection time for Ss to share what they learned and what they liked the most. During this time Ss will be asked to reflect on their behaviour, activities, and skills. Ss raise their hands to speak and answer in L1.

**Other relevant information**

During this lesson, I will try to emphasise the use of visual aids and the repetition of language chunks to help Ss during their oral activities.

**Areas I would like my cooperating teacher to focus on while observing**

- Interaction with the class

Stage and time	Aim	Procedure	Interaction
<b>Stage 1</b> (app. 5 min.) 14:45 – 14:50 <b>Opening routine</b>	To welcome learners and establish a warm, learning-friendly atmosphere.  To explain the aims of the lesson.	T and Ss sing the <i>Hello Song</i> .  T asks the whole class, "What's <i>the lesson number?</i> / <i>and the day of the week?</i> / <i>and the day of the month?</i> / <i>what month?</i> / <i>what year?</i> / <i>what's the weather like today?</i> Ss respond orally  After that T asks one S to come to the board and write lesson number, day of the week, date, and weather.  T checks and Ss copy, writing on their notebooks.	T -Ss Ss – T  T – Ss  T – Ss  T -Ss  Whole class  T – S  T -Ss
<b>Stage 2</b> (app. 5 min.) 14:50 – 14:55	To provide speaking repetition of the vocabulary through peer interaction.	T shows the "what time is it?" poster and gets Ss to repeat and tell the time. T invites Ss to choose a partner and ask. T reminds Ss they can look at all the visual aids displayed around the classroom.	T – Ss  Ss

<b>Stage 3</b> (app. 5 min.) 14:55 – 15:00	To introduce and explain new vocabulary	T explains: A quarter past A quarter to, displaying flashcards on the board and at the same time showing in the “clock poster”, and asking Ss to repeat.	T – Ss
--	---	---	--------

<b>Stage 4</b> (app. 5 min.) 15:00 – 15:05	To practice the written form of the new vocabulary	Ss cut and paste clocks and match the right time on their notebooks	T – Ss
<b>Stage 5</b> (app. 10 min.) 15:05 – 15:15	To provide speaking practice of the target vocabulary in a pair work activity (this time including “quarter past, and quarter to”: modelling	<p>T invites 2 Ss to come to the board for demonstrating.</p> <ol style="list-style-type: none"> <li>1- Student on the right starts the activity (S1)</li> <li>2- (S1) “What time is it?”</li> <li>3- (S2) “it’s 3 o’clock.”</li> <li>4- (S1) sets the clock.</li> <li>5- (S2) checks that this is correct.</li> </ol> <p>Before Ss start the pair work activity, T asks about the rules: “what are the rules for pair work?”</p> <p>Ss respond:  1 Spy talk  2 take turns</p>	<p>T – Ss</p> <p>The whole class</p>

		3 Speak in English.	
<b>Stage 6</b> (app 5 min) 15:15 – 15:20  <b>Closing routine</b>	To choose a password for next lesson. To reflect on the learning process.	T tells Ss to choose a password which will be asked at the beginning of next lesson. Before ending the lesson, T asks Ss to reflect on what they have learned, what was easy, and what was difficult, and what they liked most.	T – Ss   T - Ss
<b>Stage 7</b>  <b>Christmas rehearsal</b> 15:20 – 15:45			All primary classes

### Stage 3: flashcards

The differentTTT

O'Clock  
Half Past  
Quarter To  
Quarter Past

# Time Match

Half past, Quarter to, Quarter past

Cut and paste the matching times!

quarter past 12



11:30

2:30

4:45



quarter past 1



1:15

9:15

quarter to 5



7:45

half past 2

quarter to 8

quarter past 9



half past 11



12:15

Appendix L  
Voice level poster

# Voice Levels

5	<b>Outside</b> Voice	
4	<b>Teacher</b> Voice	
3	<b>Normal</b> Voice	
2	<b>Table Talk</b>	
1	<b>Spy Talk</b>	
0	<b>No Talking</b>	

Designed and Printed Courtesy of Shosh Photography



Appendix M  
Pair work rules

## PAIR WORK RULES

□



Work in pairs

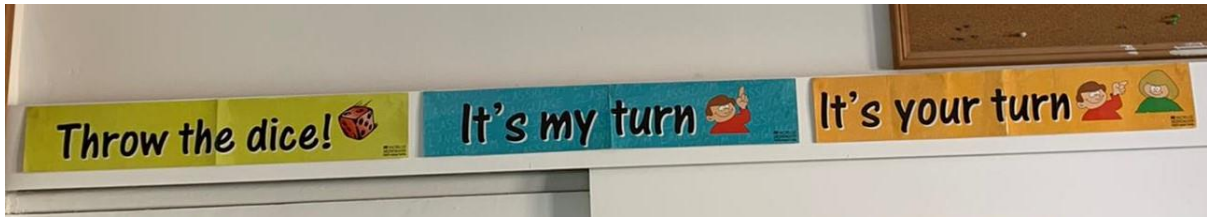


Spy talk

**SPEAK!** English

## Appendix N

### Chunks of language



## Appendix O



### Leonor Dias, reflection 8

I believe my goals were achieved. As we've talked about in our classes, lesson aims should be SMART (Specific, Measurable, Achievable, Relevant, Time-framed). As this was the first lesson on this topic, and this language was being introduced, there is still a lot of repetition to go through in the next lessons. Overall, my aims for this lesson were achieved. By the end of the lesson most students were able to ask and answer about time and set their cut-out clocks. The last part of the lesson, when filling the interview grid was a bit more confusing in terms of the activity itself, because it was just not pairs. Students had to ask and answer 3 times. In this part my goals were partially achieved since most students weren't able to complete their grids, which was something I had predicted. For this reason, in the coming lesson they will complete the grid and make a class survey.

Pair work should have been set more effectively. I didn't tell them who was going to start and that's an important step during instructions. The classroom layout changes almost every week, so it's a bit difficult for me to predict how to handle this. I should have told them who was number 1s and number 2s in pairs, or "students on the right are 1s and students on the left are 2s".

Considering classroom management strategies, I realized I must use some attention getters, which are in fact a good affective way to get the class re-focused or using a timer so that students know when to stop an activity. I've already tried some call-and-response attention getters and it really is very helpful.

As this was their first lesson on telling the time, I could have spent more time on repetition. When demonstrating this activity, I should have been more careful in showing where they had to write on the clock "what time is it?", "o'clock", "half past". I need to be

careful so that when they repeat I don't say half the sentence for them. I need to be quiet to be able to assess if they can say it without my help as this is the objective.

I must let them repeat, not me, and try to get them to speak like conducting an orchestra. (I must practice this.). My drilling of the sentences about time and daily activities could have been more effective. I must let them repeat, not me, and try to get them to speak in unison so I can assess them properly – if they are pronouncing the words properly. I can only do this if I can hear what they are saying.

During the repetition stage, students were getting a bit distracted. At this stage I could have used a call-and-response attention getter like some of these:

Teacher- "hands on top!"

Students- "everybody stop!"

T- "classity, class..."

Ss- "yesity, yes..."

T- "Hocus pocus..."

Ss- "time to focus..."

T- "Macaroni and cheese..."

Ss- "everybody freeze!"

T- "1, 2, 3, eyes on me..."

Ss- "1, 2, eyes on you..."

T- "Tootsie roll, lollipop..."

Ss- "we were talking, now let's stop!"